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ABSTRACT

During the 1969-70 school year, the Early School Admissions Program (ESAP) for 4-year-old disadvantaged pupils was offered in 22 Baltimore City Public Schools. Each center had both a morning and an afternoon session enrolling different children. The overall goal of the ESAP was to improve the disadvantaged pupil's ability to learn, to provide comprehensive services which would promote learning to assure attention to the total development of the pupils and to involve ESAP parents in determining educational opportunities for their children and in reinforcing each pupil's learning experiences at home. Since there was no standard type of control group available, ESAP and non-ESAP pupils were examined in Kindergarten and Grade 1. Data presented in this evaluation substantiate the fact that ESAP pupils in Kindergarten and in Grade One performed at significantly higher levels than did non-ESAP pupils. Recommendations are made for the improvement of future ESAP programs. (Author/MK)

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EARLY SCHOOL ADMISSIONS PROGRAM

1969-70 EVALUATION

Baltimore City Public Schools
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FOREWORD

The work of many people contributed to this report of the 1969-70 ESEA Title I Early School Admissions Program in Baltimore City. It was prepared according to the United States Office of Education's Preparing Evaluation Reports of Educational Programs: A Guide for Authors (1970). This document includes basic information describing the status and effects of a program made possible by Title I of the 1965 Elementary and Secondary Education Act (PL.89-10) and the Baltimore City Public Schools. It is the product of the dedicated work of the members of the Baltimore City Public Schools Bureau of Instructional Research, the cooperation of project and school personnel, and many others.

The project was made possible only by the informed and cooperative efforts of school board members, certain professional colleagues, teachers, principals, pupils and members of the community. It is for these individuals that this report was written. The aim was to prepare a narrative meeting the USOE specifications but also that someone other than research specialists could understand. For this reason much technical terminology has been avoided and much of the detail, of interest primarily to educational researchers, placed in the appendices.

It is hoped that the users of this report will be able better to plan and implement instructional programs. All readers are invited to make suggestions to the Division of Research and Development for improvement in the evaluative process.

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SUMMARY

During the 1969-70 school year, the Early School Admissions Program (ESAP)for four-year-old disadvantaged pupils was offered in 22 Baltimore City Public Schools(BCPS). All of these schools met the criteria for the disadvantaged established by the Elementary and Secondary Education Act (ESEA), Title I guidelines. Fifteen of these ESAP schools were funded by ESEA, Title I and seven of the ESAP schools were funded by the BCPS. Sessions two and one-half hours in length were held in each ESAP center with one teacher and two aides for twenty children or less. Each center had both a morning and afternoon session enrolling different children, yielding a teacher's maximum load of forty children. In addition, a Parent Liaison Worker (PLW), under the guidance of the Coordinator of Parent Involvement, was assigned to each ESAP school approximately half-time to work with ESAP parents and ESAP pupils. Four Program Assistants were assigned to guide, model for and work with five or six ESAP center staff units. An ESAP center staff unit included the teacher, aides and PLW in each center as well as ancillary personnel when appropriate. All ESAP personnel were directed by the ESAP Program Administrator who had held that leadership position since the inception of the ESAP seven years prior to 1969-70.

The overall goal of the ESAP was to improve the disadvantaged pupil's ability to learn, to provide comprehensive services which would promote learning, to assure attention to the total development of the pupils and to involve ESAP parents in determining educational

opportunities for their children and in reinforcing each pupil's learning experiences at home. Since there was no standard type of control group available for the 1969-70 ESAP, ESAP and non-ESAP pupils were examined in Kindergarten and Grade 1. It should be noted that the non-ESAP group might have had any kind or no kind of school experience prior to Kindergarten, but the non-ESAP pupil did not have a full year of the ESAP.

Data presented in the 1969-70 evaluation substantiate the fact that ESAP pupils, both in Kindergarten and in Grade One, performed at significantly higher levels (0.01) on the subtests of the Primary Mental Abilities Test than did the non-ESAP pupils. A random sample of 1969-70 ESAP pupils received a pre-test and post-test with the Columbia Mental Maturity Scale and the Verbal Maturity Scale. Gain scores on these tests for the ESAP pupils were similar to those of the previous year, although no conclusions were drawn because of the lack of a four-year-old control group. Health Services available for all ESAP pupils included medical, dental and psychological. Additional ESAP services involved nutrition services, under which daily hot lunches were provided, and part-time services from a speech therapist, social workers, and a music resource teacher.

On the basis of the apparent success of the ESAP, making available for the disadvantaged four-year-old pupil a firm educational basis on which to build his future, the evaluator recommends that:

1) The BCPS Kindergarten and Grade One curricular programs should follow the ESAP sequentially.

2) The ESAP should be expanded to reach all disadvantaged pupils in Baltimore City.

3) A Coordinator of Health Services should be appointed to the ESAP.

4) Psychiatric services by a qualified child psychiatrist should be made available to all ESAP centers.

5) Speech improvement services should be increased to a minimum of two full-time speech therapists to service twenty-two schools.

EARLY SCHOOL ADMISSIONS PROGRAM EVALUATION

1969-70

CONTEXT

The Baltimore City Public Schools[1] enrolled in 1969-70 193,150 pupils located in 213 elementary and secondary schools. The racial composition of the pupils enrolled was approximately 67% black and 33% white. During the last three decades, there has been a marked change in the population of Baltimore City contributable to an influx of both black and white families, many of whom were unaccustomed to living in an urban environment, and an exodus of many established families to less crowded county areas. Many of the remaining city population emphasize such characteristics as transiency, lower socio-economic levels, and apathy or discouragement concerning their environment. These peoples need assistance in learning and improving work skills useful in their environment and achieving higher educational levels. As a result, a number of educational programs are attempting to provide learning opportunities for pupils in all grade levels from preschool through grade twelve as well as adults. In addition, special education programs have been made available at all levels for pupils whose needs are not easily met in the regular school curriculum.

Estimates of the number of disadvantaged school children in Baltimore, on the criteria of educational and/or economic substandard

[1] Baltimore City Public Schools will be referred to in this evaluation as BCPS.

status or circumstances, generally range from about 70,000 to 90,000. These estimates are made on the basis of the following types of information: U.S. census information, number of pupils receiving free lunches, health statistics, housing statistics, employment statistics, aid for dependent children, educational achievement levels, and principals' judgments.

In spite of the fact that per-pupil expenditure from non-federal funds continues to rise steadily ($606.10 for FY 69, actual; and $689.20 for FY 70, estimated) and notwithstanding that a variety of innovative programs have been introduced, some difficult education problems remain to be solved. By way of illustration, Baltimore City grade-by-grade median standardized reading achievement test scores generally fall almost a year below the Large Cities' norms. Another example is the city-wide dropout rate, which, for recent years for secondary schools, has remained between 12 and 13 percent. In certain inner-city schools, moreover, the dropout rate is more than twice the city-wide rate. Direct intervention is being provided by the Baltimore City Public Schools with the help of local and supplementary Federal funds in the hope of ameliorating these and other persistent problems.

A survey of school loan voting in Baltimore City for the period from 1947 to 1968 shows that no loan for the construction of school buildings has ever been turned down by the voters. The percent of registered voters voting on school loans during

this period has generally remained steady, from about 30% to 40%. In 1959 a low of 17.3% voted on the school loan; in 1956 a high of 49.7% voted on the school loan.[1] For most of the years surveyed, however, between 30 and 40-some percent of the registered voters voted on these issues. An examination of the ratio of those voting for and against school construction loans indicates that popular support has gradually decreased somewhat over the time period surveyed.

Mention should be made of the fact that a number of school buildings in the inner-city area are in need of renovation or replacement. Some of the needed construction will be accomplished using the $80 million loan approved by the voters in 1968, the last election year.

Major adult occupations for parents of pupils in the Early School Admissions Program, herein referred to as ESAP, schools can be visualized in Table 1, page 4. Data from 16,065 questionnaires received concerning adult occupations, showed a total unemployment rate 42.7%. The major male occupation was that of manual worker (unskilled) while the skilled areas comprised 47.4% of the responses. The 38.8% female occupations (other than unemployment) varied with clerical and manual workers being the two highest categories. The overall Baltimore City unemployment rate during 1969 averaged 4.5% which serves to reinforce the fact that a concentrated unemployment rate exists in the ESAP schools.[2]

---

[1] One Hundred Twenty-Seventh Report of the Board of School Commissioners July 1, 1964 - June 30, 1966 and the Fiscal Years 1964 and 1965, Table 85, Summary of School Loan Voting in Baltimore City 1947 to 1964, p. 88. 1966-68 data from BCPS Bureau of Records and Statistics.

[2] Table 5, "Civilian labor force and unemployment in the 20 largest SMSA's and selected central cities, by age, sex, and color, 1969 annual averages--cont'd", Maryland Department of Employment Security, p. 16.

Approximately 14% of the total Baltimore City population received aid from the Department of Social Services based on January 1969 statistics.[1] In the 1969-70 ESAP schools, 34% of the pupils came from homes dependent on public assistance as the "...main support of the family".[2]

TABLE 1

PARENT OCCUPATION SUMMARY*, 1969-70 ESAP SCHOOLS

Group	Percent Responses	Occupations							
		Manual Worker	Craft Worker	Op.	Serv. & Prot.	Clerical etc.	Prof. & Tech.	Admin. & Sm. Bus.	Unemp.
Female	62%	12.6%	1.2%	1.1%	6.3%	14.5%	2.4%	0.7%	61.1%
Male	38%	40.0%	16.8%	15.3%	4.6%	4.8%	3.5%	2.4%	12.6%
Total	100%	23.0%	7.1%	6.5%	5.7%	10.8%	2.8%	1.3%	42.7%

*Data from 16,065 voluntary parent responses from 22 ESAP schools, Confidential Survey Information, September 28, 1970

Key: Op. - Operative
Serv. & Prot. - Service and Protective
Prof. & Tech. - Professional and Technical
Admin. & Sm. Bus. - Administrative and Small Business
Unemp. - Unemployment

Out of 168 census tracts in Baltimore City in 1960, 56 housed a majority of children who would be described as disadvantaged. The total number of public school children living in these 56 census tracts was 76,507 based on the 1960 Bureau of Census Reports. These census tracts comprise in general the central core of the city referred to earlier as inner city. Approximately 46,100 children in the inner city had intelligence quotients of 85 and below. The following table

[1] "Semi-Annual Welfare Report", Department of Social Services, Baltimore City, January 1969 and the Bureau of Instructional Research.

[2] 1969-70 Pupil Personal History forms, Bureau of Instructional Research.

depicts some differences between a disadvantaged and a non-disadvantaged area on a number of socio-economic and educational parameters.

TABLE 2

CONTRAST BETWEEN DISADVANTAGED AND NON-DISADVANTAGED INNER CITY AREAS OF BALTIMORE CITY*

ITEM	DISADVANTAGED	NON-DISADVANTAGED
Number of persons per dwelling unit	3.62	3.05
Median age-male	29.8	37.7
Median age-female	29.3	38.3
Separated and divorced per 1,000(female only)	78.7	15.8
Median value of homes	$5,000.00	$19,100.00
Renter-occupied (contract rent)	$52.00/mo.	$136.00/mo.
Poor homes per 1,000 housing units (dilapidated, deteriorated, lacking sanitary facilities)	435.3	9.7
Overageness in grades	21.7%	3.7%
Nonpromotion rate	11.6%	1.2%
Median years below or above grade level (6th grade) for arithmetic	-1.1 below	+1.5 above
Median years below or above grade level (6th grade) for reading	-1.6 below	+1.4 above

*Data Sources: 1960 Bureau of Census Reports and the Division of Research and Development Baltimore City Public Schools
An Early School Admissions Project, Baltimore City Public Schools, July 1, 1962, p. 3.

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Early School Admissions, funded both under ESEA Title I and locally, is one of the programs which is attempting to alleviate some of the problems indigenous to the crowded inner city population of Baltimore. This program was established for four-year-old children residing within the confines of the area designated as inner city and disadvantaged. Out of 19,200 four-year-old children in the Baltimore City population, 8,300 four-year-olds live within

the area from which Early School Admissions draws its preschool population. Children from these limiting backgrounds are selected for Early School Admissions on the basis of low family income, determined by the standards established by the Office of Economic Opportunity; limited educational opportunity of adult members of the family, as determined by years of school completed by each adult in the family; dependency on public assistance; and the numbers and kinds of known problems with which the family is attempting to cope.[1]

Historically the Early School Admissions Program (ESAP) was conceived in 1962 and became operational in February, 1963 as a three-year program for disadvantaged four-year-olds under the joint auspices of the Ford Foundation and the Baltimore City Public Schools. In Summer, 1965 and during the 1965-66 school year, the program was funded through the Office of Economic Opportunity.[2] Beginning with the 1966 summer program, the ESAP continued, funded under the Elementary and Secondary Education Act, (ESEA) Title I of Public Law 89-10, and the Baltimore City Public Schools. From its inception, the Early School Admissions Program was based on the fact that the city's educational needs were increasing while its ability to support education was decreasing. These educational needs are exemplified by the fewer and fewer academic successes commensurate with pupils' progression through the graded school system

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[1] "Application for Federal Assistance for the Education of Children from Low Income Families , Title I of Public Law 89-10, Project Title Early School Admissions, Project 1969-70"Baltimore City Public Schools, June 30, 1969, pp. 45.

[2] ESAP Historical Information corroborated by Mrs. Catherine Brunner, Supervisor, Early School Admissions Program from 1963-1971.

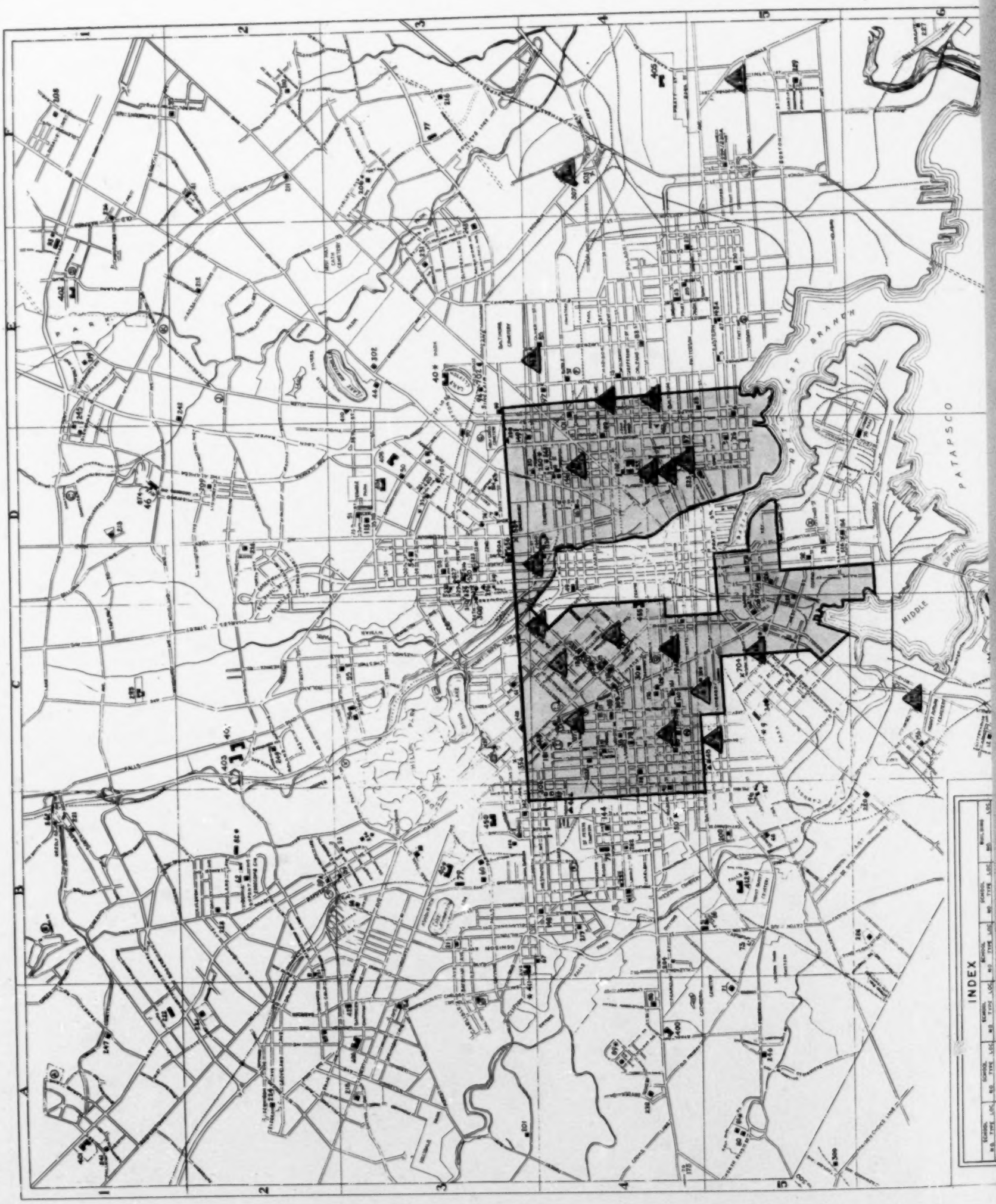
due to such things as pupils' limited cultural experiences, low aspirations and high mobility rates. Cultural environments from which many disadvantaged pupils stem include a lack of time, knowlege, and understanding on the part of adults in the family unit with respect to the rearing of children. In attempting to reverse the environment limitations of the disadvantaged inner city child through specific educational programs, the Early School Admissions Program was designed to reduce the deficit in the child's cultural and educational experiences before he entered the regular elementary school program.

PROGRAM DESCRIPTION

Scope of the Program

During the 1969-70 school year, the ESAP served a total of 22 schools listed below with 1,040 pupils from the inner-city disadvantaged four-year-old population of Baltimore. See, also, "Map of School System", Figure 1, Early School Admissions Program Schools 1969-70 p. 9.

School Number	School Name	School Address
2A	David E. Weglein Elementary Annex	4 S. Central Avenue
4	Stewart Hill Elementary	30 S. Gilmor Street
8	City Springs Elementary	100 S. Caroline Street
10	James McHenry Elementary	31 S. Schroeder Street
11	Eutaw Elementary	1624 Eutaw Place
19	Lexington Terrace Elementary	732 W. Lexington Street
22	George Washington Elementary	800 Scott Street
26	Madison Square Elementary	1400 E. Biddle Street
27A	Commodore John Rodgers Elementary Annex	2031 E. Fayette Street
32	Guilford Avenue Elementary	1634 Guilford Avenue
66	Mt. Royal Elementary	121 McMechen Street
86	Elementary School	2625 Federal Street
95	Franklin Square Elementary	1400 W. Lexington Street
109A	Broadway Elementary Annex	731 N. Washington Street
112	William M. Alexander Elementary	1330 Laurens Street
122	Samuel Coleridge-Taylor Elementary	507-577 W. Preston Street
139	Charles Carroll of Carrollton Elementary	200 N. Central Avenue
159	Cherry Hill Elementary	801 Bridgeview Road
225	Westport Elementary	2401 Nevada Street
238	Victory Elementary	1440 Chesapeake Avenue
240	Graceland Park-O'Donnell Hgts. Elementary	6300 O'Donnell Street
243	Armistead Gardens Elementary	5001-61 E. Eager Street


INDEX
NORTH WEST BRANCH
MIDDLE BRANCH
PATAPSCO

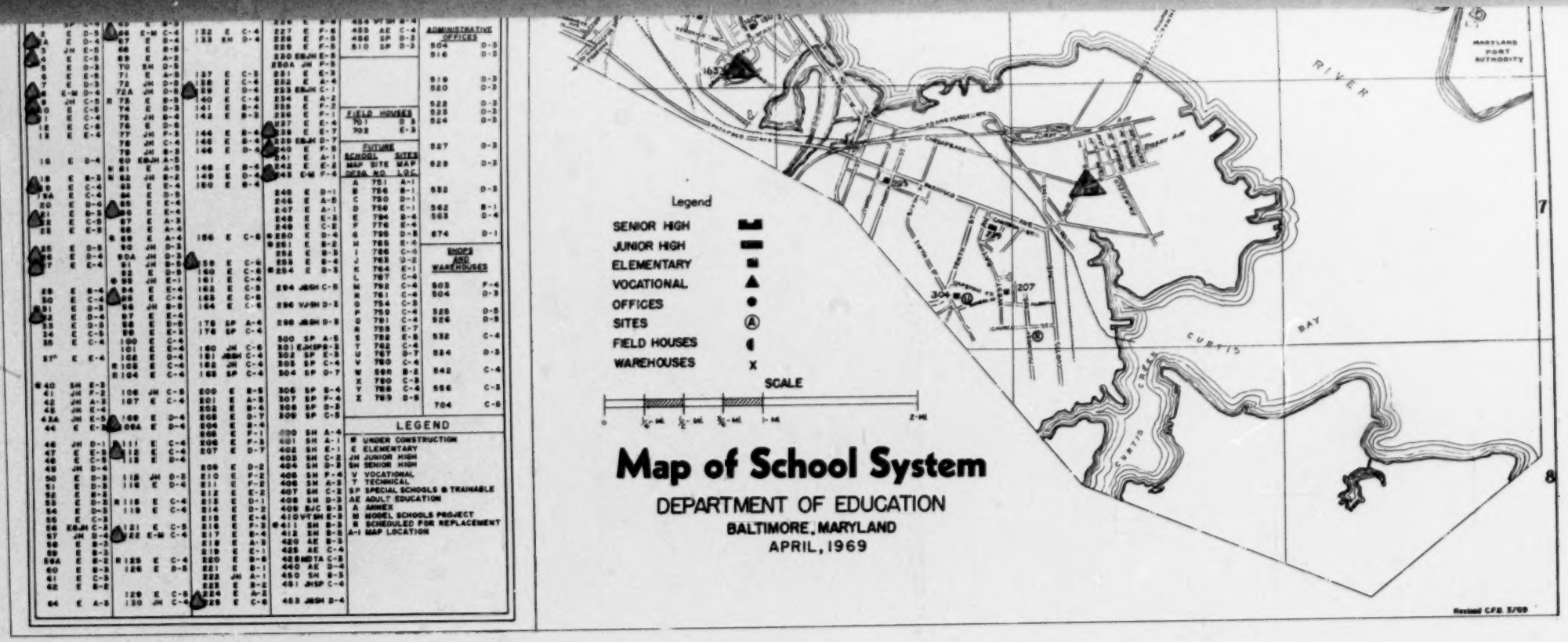


FIGURE 1

MAP OF THE 1969-70 EARLY SCHOOL ADMISSIONS PROGRAM SCHOOLS

KEY:

- ESAP Schools funded by ESEA Title I
- ESEA Schools funded by the Baltimore City Public Schools
- Human Renewal Action Area (May 17, 1967)

FIGURE 1

MAP OF THE 1969-70 EARLY SCHOOL ADMISSIONS PROGRAM SCHOOLS

The following major goals formed the organizational basis of and the implementation of the ESAP:

a. *To focus attention on complete medical, psychological, social, and mental health needs of children as significant.*

b. *To give maximum attention to the need for individualized instruction by providing small teacher-pupil ratios, paraprofessional volunteers, and other adult models on a regular basis.*

c. *To provide for the nutritional needs of children as an integral part of the program in order to develop sound bodies and more adequate readiness for learning.*

d. *To provide for active involvement of parents in an effort to strengthen family and school relationships.*

e. *To develop a succession of related experiences which will enable each child, commensurate with his age and maturity, to develop skills in language and communication, cognition, perception, motor-sensory control, aesthetic appreciation and self-direction.*

f. *To concentrate on problems related to speech improvement and provide therapeutic and correctional measures in individual and group sessions.*

g. *To provide pre-service and in-service training of professional and semi-professional staff to assure coordination and effective integration of services and instruction.*

h. *To elicit the cooperation, support and judgement of parents, the Community Action Agency and other appropriate community leaders in planning and implementing the program.*

i. *To focus attention on evaluation of achievement through a research design of sufficient depth and duration to insure that the benefits received in Early Admissions are fostered and maintained in kindergarten and beyond.*[1]

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1 "Application for Federal Assistance for the Education of Children from Low Income Families, Title I of Public Law 89-10, Project Title - Early School Admissions, Project 1969-70," Baltimore City Public Schools, June 30, 1969 pp. 6-7.

In addition to the four-year-old ESAP class at School #225, two classes of 120 five-year-old pupils received a modified kindergarten program during the 1969-70 school year. This kindergarten extension of the ESAP was planned in order that the forty pupils with a full year experience in ESAP in 1968-69, would enter a kindergarten program consistent with their achieved school levels. This was planned to permit a trial of a more individualized learning program during their kindergarten experience.

Personnel

Figure 2 (p. 12) offers a schematic representation of the 1969-70 ESAP staff in relation to their positions in the line authority pattern for the BCPS. Coordination and team work on the parts of school principals and the program administrator have afforded the ESAP staff real security as an autonomous program within each school unit.

Para-professional personnel working with the ESAP included Parent Liaison Workers (PLW) and Teacher Aides. The PLW was responsible for building closer relationships between home and school and community. She was assigned to schools in the area in which she lived wherever possible. Prior to receiving her assignment, each PLW must have completed satisfactory work experience as a teacher aide in the ESAP classroom. Teacher aides were selected from residents of the area or similar area in which the ESAP centers were located. Their function was to assist the professional staff in the development and implementation of the educational program.

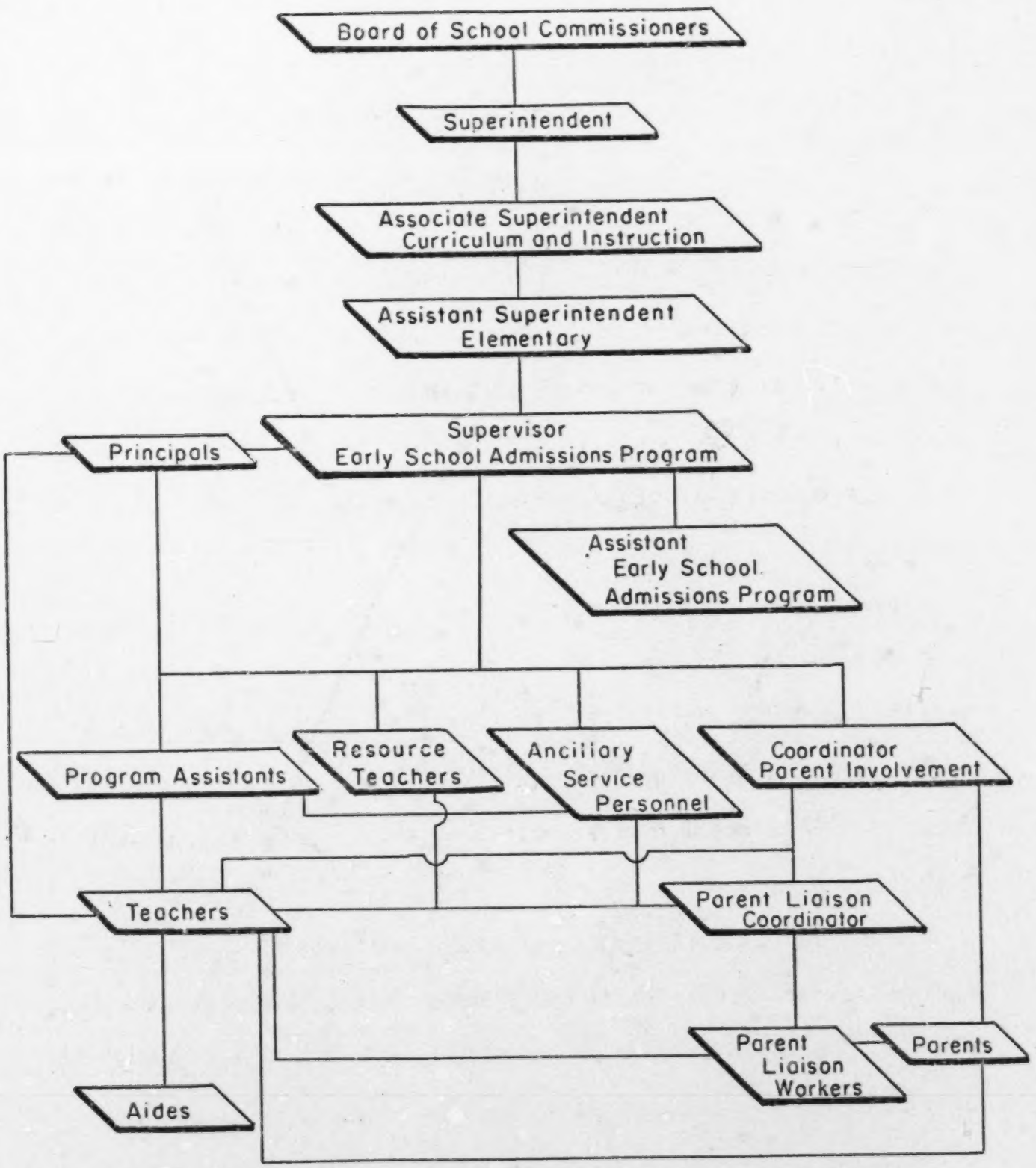

FIGURE 2

SCHEMATIC ORGANIZATION OF THE EARLY SCHOOL ADMISSIONS PROGRAM

Each ESAP class of twenty pupils was staffed by one teacher and two aides with the exception of the seven Model School classes where the size of each class was limited to 15 pupils in accordance with the dictates of the Model School Program. This staff nucleus was supplemented several days a week by the assigned PLW and parent volunteers encouraged in each ESAP center. Other personnel available to the ESAP centers throughout the school year included resource teachers and ancillary service personnel on a regularly scheduled basis. Duties of the program assistants involved working with and modeling for each center staff unit and relating to the program administrator.

The coordinator of parent involvement related to all teachers, aides and schools through the PLW assigned in each school as well as the program administrator. Through their prerequisite experiences as master ESAP teachers, the program assistants and the coordinator of parent involvement were recognized as Senior Teachers. The three professional people originally responsible for the 1963 ESAP and the two additional professional people who joined the program in 1964, all of whom are still assuming leadership roles in this program, suggest a factor of stability perhaps uncommon to other seven-year old educational programs. The capable leadership afforded the ESAP by the program administrator was enhanced by her years of experience as a teacher in the area of early childhood education. Her

professional career prior to accepting the position of the ESAP administrator also included a variety of ascending experiences in the Baltimore City Public Schools. Positions such as demonstration teacher, helping teacher, specialist, supervisor, and consultant formed the broad experiential background of the ESAP administrator.

The Early School Admissions Program staff were recruited through the Division of Personnel of Baltimore City Public Schools and by program reputation. Teachers were chosen on the basis of their demonstrated abilities relating to young children, their formal educational qualifications in the area of early childhood education, and their professional reaction to the objectives set forth by the Early School Admissions Program. Carefully structured pre-service and in-service training programs were provided throughout the school year to insure consistent quality teaching in this program. See Appendix A for the 1969-70 pre-service and in-service training schedules. Of the 1969-70 ESAP teachers, 41.9% attended graduate school where they were exposed to opportunities for professional growth in the fields of education, early childhood education, and elementary education (See Table 3 p. 15). Master's degrees were achieved by 9.7% of these teachers.

TABLE 3

EDUCATION STATUS SUMMARY OF 1969-70 ESAP TEACHERS

Categories		Undergraduate	Graduate
Degree Received	1. Bachelor of Science	26	-
	2. Bachelor of Arts	3	-
	3. Master of Arts	-	3
	4. None	2	10
Total		31	13
Major Area of Study	1. Early Childhood Education	10	4
	2. Elementary Education	9	3
	3. Education	6	1
	4. Child Development	3	-
	5. Other	2	2
	6. None	1	3
Total		31	13

Data Source: Teacher Background Summary (See Appendix B.)

ESAP teachers taught morning and afternoon class sessions, each two and one-half hours in length. ESAP pupils attended only one of these sessions, although children often arrived early and left late. Each ESAP center staff unit held daily planning sessions involving any ESAP personnel relating to a given center.

Organizational Details

The 1969-70 ESAP, herein discussed, was operational from September 4, 1969 to June 17, 1970. This time period included one week of pre-service training through which common growth experiences were made available to all ESAP personnel. Beginning on September 11, 1969

and following the gradual entrance plan, pupils arrived in their classrooms at an approximate rate of five pupils every three days of school during the month of September.

Twenty-five ESAP four-year-old classes were operational in twenty-two BCPS buildings. (See pp. 8-9 for additional descriptions of ESAP schools.) All ESAP classrooms were located on the ground floor of each school with access to play areas and washroom facilities in or near the classroom. Program reviews were on-going and multi-leveled. First-level reviews took place with the teacher and her immediate staff on a daily basis. Program assistants and the coordinator of parent involvement were a part of second-level reviews which were scheduled upon request and/or according to the program needs of the center staff unit. The program administrator periodically reviewed the total program and its component parts throughout the year. Other reviews were made, as scheduling permitted, by personnel from the Division of Research and Development and the Educational Testing Services of the BCPS, both of whom shared, with the program administrator and any other persons she might have designated, immediate verbal feedback and/or written feedback when appropriate. Many program decisions were based on the multi-leveled program reviews established in this program. In order that all ESAP personnel might benefit from bi-weekly in-service training, ESAP pupils did not attend classes two Fridays per month. Morning sessions were devoted to total staff meetings and afternoon sessions were devoted to planning parent involvement

activities for each center during these bi-weekly meetings.

Activities and Services

All ESAP activities and services were related to the program objectives as specified in the 1969-70 ESAP proposal. During the beginning months of the program, all pupils were given a complete health examination (See Health Examination form Appendix C.) in order to identify, investigate and follow-up possible medical, psychological, social and mental health needs. Once health needs (medical, dental, and/or psychological) were determined, follow-up procedures were established. For example, following the medical microhematocrit examination, general nutrition problems were identified by school, as well as specific individual problems in relation to pupil height and weight. Follow-up measures were instituted for pupils and areas where the microhematocrit readings or the majority of these readings, fell below the "normal" range for the given area.[1] Control measures included dietary emphases through the ESAP hot lunch program, nutritional supplements on an individual basis and family guidance through the school nurse and the PLW. The ESAP curriculum included presenting specific medical and health information throughout the year. Similar appropriate follow-up patterns occurred with all of the health services, each follow-up being based on the initial screening of these ESAP children. Additional long-range ancillary services available through the BCPS speech therapists and the University of Maryland psychologist involved such services as helping to correct speech

[1] 31.0 to 36.0% accepted "normal" range for Inner City population of Baltimore

disorders or working with children identified as having deviant behavior patterns. Each ESAP teacher and her staff related to these ancillary service personnel throughout the school year. Resource teachers in the areas of art, music, and physical education coordinated their services with each ESAP center staff unit, who in turn, reciprocated with appropriate daily reinforcements of these specialized curriculum areas.

A typical ESAP daily schedule suggested in Chart 1 (pp. 19-21) includes approximate time units for each curriculum area, raw materials for learning opportunities in each area and the suggested types of child and teacher behavior patterns. With 3 or more adults in each ESAP classroom,[1] pupils received individualized instruction based on each child's ability and skill level at the beginning of his school experience. The Pupil Personnel History form, Appendix D, represents the source document from which specific background experiences were identified. Individually administered tests formed the basis from which verbal and non-verbal ability levels were determined for each ESAP pupil. These materials helped the staff appraise each child's beginning instructional level. The techniques of constant repetition and positive reinforcement allowed repeated opportunities to cycle pupil/teacher feedback for all teaching and learning situations. This instructional method helped pupils develop skills in language and communication, cognition, perception, motor-sensory control, aesthetic appreciation and self-direction.

[1] See pp. 11-15 for additional staffing information.

CHART 1

SAMPLE TIMES AND ACTIVITIES INCLUDED IN A TYPICAL 1969-70 ESAP DAILY PROGRAM
(Based on a two and one-half hour class session)

ACTIVITY AND LEARNING OPPORTUNITY	LEARNING OPPORTUNITY COMPONENTS	RAW MATERIALS FOR INSTRUCTION	PARTICIPANT ROLES	
			CHILDREN	TEACHERS**
SELF SELECTED ACTIVITY TIME 15-30 minutes* (based on the child's arrival time)	Individual greetings for each child upon his arrival. Informal conversations. Recording attendance. Health check.	Blocks and accessories. Puzzles and other manipulative materials. Wheel toys. Games. Books and story sets. Housekeeping equipment. Water play materials. Listening posts, tape recorders, phonographs. Flannel board materials. Bulletin boards. Musical instruments. Pictures or materials relating to subject content areas (social studies, science, language arts) or conceptual content area (color, shape, size.)	Participate in conversations. Place name card in pocket chart. Choose materials and move among materials centers according to interest. Practice skills. Put away materials.	Greet each child entering classroom using children's names as part of spoken greeting. Respond to child-initiated conversation and stimulate conversation. Refer to pocket chart for attendance. Note and care for signs of physical needs (illness, cleanliness, physical injury, toileting, etc.) Respond to questions raised by children. Listen and react as children comment about materials or activities. Participate with groups in using materials when appropriate. Assist children with problems encountered in use of materials. Observe and listen to learn-- what children think and believe language pattern and habits of children social skill development children's fears and needs skill in use of materials. Work with individual children in terms of specific needs or strengths. Encourage increased independence, but check to see that room is in order.

*Minutes listed represent approximate time suggestions ONLY.
**Teachers defined as teacher, aide, parent, parent liaison worker, program assistant.

CHART 1 (continued)

ACTIVITY AND LEARNING OPPORTUNITY	LEARNING OPPORTUNITY COMPONENTS	RAW MATERIALS FOR INSTRUCTION	PARTICIPANT ROLES	
			CHILDREN	TEACHERS**
LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS 20 minutes*	Discussion time	Content derived from-- special interests such as current events, new materials or group concerns. specific content areas (social studies, health, science, safety). plans for a trip or follow-up after a trip. preparation for special activities such as cooking or planting. visits from resource persons (persons with special skills, community workers, school personnel, etc.).	React to materials and situations as they talk with each other and adults. Reaction is based upon opportunities to see, touch, taste, smell, hear, and takes the form of verbalization, dramatic play, rhythmic response to music and use of visual aids or other instructional materials.	Plan possible content, activities and development of discussion- assemble necessary materials. plan form of grouping to be used. decide most appropriate locations in room for group activities. listen and react as discussion develops, assisting in developing language to name, describe and compare. Assist children in thinking through cause and effect relationships.
OUTDOOR PLAY 30 minutes*		Playground equipment Wheel toys Balls Hoops Jump ropes Bean bags	Children use all types of outdoor materials available. Play individually or in small groups.	Supervise activities. Assist children with problems. Participate in activities or with small groups. Encourage children to pace activities in accordance with physical endurance. Guide children as they participate in activities designed to develop motor-perceptual skills.
ART 30 minutes*	Planning--purpose, materials, groups. Work Discussion Clean-up	Brushes, paints, finger paints, chalk, crayons, scrap materials, colored paper, boxes for construction, clay and sponges for painting.	Select from a variety of materials those they wish to use. Get materials, use them in the appropriate area and clean up as they finish.	Check each day to be sure necessary materials are available and in operating order. Respond as children make comments and wish to discuss their work. Assist children with problems. Assist children in displaying their work or in locating places to keep work until time to go home.

*Minutes listed represent approximate time suggestions ONLY.
**Teachers defined as teacher, aide, parent, parent liaison worker, program assistant.

CHART 1 (continued)

ACTIVITY AND LEARNING OPPORTUNITY	LEARNING OPPORTUNITY COMPONENTS	RAW MATERIALS FOR INSTRUCTION	PARTICIPANT ROLES	
			CHILDREN	TEACHERS**
LUNCH 30 minutes*	Use facilities in classroom as well as lavatory to speed handwashing process. Divide supervision responsibility among adults, each caring for part of the group. As hands are washed, children may take lunch materials to table.		Eat in classroom. Begin to eat as soon as all places at a table are filled. Conversation at approximate voice level is encouraged and should be part of the eating experience.	Sit with children and eat with them. Encourage and participate in table conversation. Encourage good eating habits. Encourage children to try unfamiliar foods. Help children to identify foods that are served.
LITERATURE 10 minutes*	Stories and poetry shared with children through variety of approaches.	Books Flannel board figures Story figure sets Filmstrips Recordings Dramatizations Toys Pictures Concrete objects	Children listen React through verbalization, selection of materials and dramatizations or other interpretive activities.	Become familiar with stories and poems. Select materials to vary story-telling techniques and content. Plan for introduction of story, for vocabulary development and discussion and for clarification of concepts. Involve children in selecting stories and in planning ways to enjoy stories.
MUSIC 15 minutes*	Rhythmic activity (bodily response to music) Use of rhythm instruments (to interpret tempo, beat or mood).	Songs Recordings Instruments Rhythm Instruments	Sing Respond spontaneously to interpret mood of music. Respond with bodies or rhythm instruments to beat, tempo, intensity of sound.	Select in advance music to be used or respond to children's suggestions (Recordings should be readily available to provide for choices of children.) Participate with children in responding to music. Note muscular coordination of children and plan to care for needs. (Provide for skillful children as well as those having trouble.)

*Minutes listed represent approximate time suggestion ONLY.
**Teachers defined as teacher, aide, parent, parent liaison worker, program assistant.

Source: "Sample Daily Program - 2½ Hour Day", Early School Admissions Program from Mrs. Catherine Brunner.

Learning experiences were presented through as many sense media as possible. This procedure for example, offered the exposure of stimuli such as touch and sight to a child who did not seem to respond to a verbal stimulus.

Parents were actively involved in the ESAP during the entire school year having many different kinds of opportunities to relate to the staff and pupils. Daily class activities as well as class trips away from the school situation were participated in by parents. In addition, parents offered the use of their homes for service in special learning situations. Through these involvements, parents were constantly aware of the progress of their children and were able to understand more clearly the goals of the ESAP. This parent cooperation afforded many opportunities for ESAP personnel to suggest ways in which parents might continue teaching and reinforcing their children at home.

Pupil motivation was enhanced by using many different techniques interchangeably and consistently. Each child received individual attention during daily activities from the three adults assigned to each ESAP center, the adults who were often in the classroom such as the PLW, the parents, the program assistant and the coordinator of parent involvement, and adult visitors who were always encouraged to participate in the on-going activity. Field trips were taken during the year to build firm experiential foundations for ESAP pupils. Teachers and pupils discussed these experiences in detail before, during and after each trip. Specific common learning experiences were available

to each child such as baking cookies and designing jack-o-lanterns.

All ESAP pupils, both control and experimental, were selected, on the basis of environmental limitations, from the inner-city disadvantaged population of Baltimore.[1] During the first three years of the program's seven years of operation, control groups were selected randomly from the pool of pupils eligible for each participating school. The experimental pupils received the ESAP during their four-year-old year, while the control pupils remained at home with no program or may have received nursery or day care experiences. Experimental and control pupils were able to attend kindergarten at age five in the Baltimore City Public Schools. For the 1967-68, 1968-69 and 1969-70 school years, ESAP pupils cannot be compared to a traditional "control" group as no such screened groups were available. Pupils who received the ESAP will be compared, in their kindergarten year, with all other kindergarten pupils within the 22 ESAP schools and in grade one with all other grade one pupils within these schools.[2]

Instructional Equipment and Materials[3]

In order to assist children to understand, strengthen and extend concepts, the following materials were developed:

1. Collections of concrete objects to be used for:

   a. identifying objects or characteristics of objects through the use of senses: sight, taste, touch, smell, sound

   b. naming objects

   c. describing objects in terms of size, texture, color,

[1] For additional selection criteria, see page 5. For admission to the ESAP in the fall of any school year, the child must be four years old on or before December 31st of that fall.

[2] There is an elaboration of this matter on pp. 51-52.

[3] This section on Instructional Equipment and Materials is the contribution of Mrs. Catherine Brunner.

relationship to other objects

d. classifying objects in terms of use, size, color, texture, shape

e. seriation activities

f. building mathematical "sets", counting, adding, subtracting, one-to-one correspondence

g. identifying components of significant experiences--trips, visit from resource personnel, observations in the classroom, school and neighborhood environment

h. role playing

i. testing hypotheses in relation to problem solving situations

Example: What happens when different objects are put in water?

2. Activities to provide forreinforcement of concepts:

a. Lotto and similar matching and classifying games related to color, size, shape, uses of objects, work of people etc.

b. Pattern cards and similar visual discrimination guides for use with pegboard, beads, blocks and cardboard units when they are used to develop specific patterns

c. Tapes providing directions for carrying out specific tasks using selected materials. These tapes are used by individuals or small groups of children for practice or testing purposes.

d. Slides (35mm) or prints (color or black and white) taken of class activities and used for recall, sequence of ideas, main idea, supplying an ending and checking its accuracy or practice in vocabulary.

e. Tapes recording sounds heard in the context of experiences and collections of pictures to be matched with the sounds.

f. Cards keyed to specific content to be used with the Language Master

3. Multi-media materials:

   a. Objects for use on flannel board or magnetic board

   b. Tapes of stories, poems or songs to be used by individuals or small groups for listening, "reading" or listening to make required responses

   c. Individual or group books
   -records of specific experience
   -personally significant materials
   -collections of art work, items gathered on walks, etc.
   -collections of pictures related to specific concepts (size, color, shape, etc.)
   -personal histories

   d. Symbols for identifying storage areas (blocks, papers, crayons, etc.) as self-helps for children.

Program assistants and teachers planned and prepared materials.

Aides and parents also prepared materials with guidance from teachers and program assistants.

Certain major items of equipment and materials were required by the program. They were:

1. Equipment (Large equipment—one per class, but frequently several portable tape recorders could be used to advantage)
   a. Tape recorders
   b. Portable tape recorders
   c. Listening posts
   d. Record players
   e. Instamatic cameras
   f. Polaroid cameras
   g. Filmstrip projectors
   h. Screens
   i. Autoharps
   j. Xylophones
   k. Rhythm instruments - sets of twenty instruments
   l. Tone bells

m. Music books and selected recordings from each book

n. Equipment for climbing, sliding, moving in a variety of ways

o. Wheel toys (child size and miniature)

p. Housekeeping equipment (child size)

q. Blocks
   Unit
   Hollow
   Whopper
   Table

r. Models of:
   animals, domestic
   animals, wild
   people (family, workers)

s. Geometric shapes (three-dimensional)

t. Manipulative toys and materials designed to teach color, shape, size, texture

u. Published pre-reading materials designed to teach reading skills

v. Water play table

w. Science materials - magnets, bells, batteries, seeds, bulbs, aquarium, cages for animals, hot plate

x. Art materials - paper, paint, chalk, crayons, clay

y. Puzzles

Key aids and materials were used throughout the day whenever they could be used advantageously to introduce an idea, reinforce learning, recall an experience or provide continuity for learning activities.

During the self-selected activity period, the materials denoted individual interests, strengths and needs as adults observed children interacting with materials they chose to use. Practice was provided as children used materials of their choice or as adults joined children briefly to discuss, question or provide assistance as requested. Learning took place while children selected materials, changed their choices and cleaned up. Children learned to classify in terms of interest centers, storage areas (through visual

directives) and to identify personal storage areas through name tags. Individualized teaching occurred when adults worked with individuals and small groups in relation to specific needs.

As children and adults worked within the context of individual, small group and large group activities, equipment and materials were used to:

1. identify or name
2. provide content for description
3. check responses
4. test ideas
5. provide information for
    a. answering questions
    b. classifying
    c. predicting next steps
    d. locating missing parts
6. check recall
7. build a sequence of events
8. develop observation skills

The materials provided additional reinforcement when used by parents with their children. Lateral effects of the materials occurred as siblings and other children learned and developed skills within the context of the parent-child teaching-learning activity.

Parent-Community Involvement

Under the direction of the coordinator of Parent Involvement and the teacher in each center, Parent Liaison Workers (PLW) were assigned to the ESAP to establish closer communications between school, home, and community. Each PLW, on the average, related to two teachers, four aides, eighty pupils and the parents of the ESAP pupils in their assigned centers. The PLW provided guidance to parents in order to effect a home environment that would promote intellectual stimulation and development. PLW qualifications included residing in and/or having a working knowledge of the community in which she was assigned, having satisfactorily completed a minimum of one year of work experience as an aide in the ESAP and having serious concern for the welfare of the community and its people and for the role of education as a means to improve competence.

Some of the duties specific to the PLW in each ESAP center included:

-interpreting the ESAP for and answering questions from parents

-referring parents to resource persons representing needed services

-assisting parents in communicating their reactions, concerns and needs to appropriate personnel

-assisting parents in locating and utilizing community services

-assisting parents in becoming better informed by arranging for and accompanying them on trips to places of interest, to community service agencies, or to conference sessions with resource personnel

-assisting the staff with arrangements for parent observation or participation and, particularly, in building an understanding of the families and children in the context of community values, strengths and needs

-assisting parents and staff in cooperatively planning for activities to meet the interests and needs of both children and parents

-assisting parents in making and implementing plans to extend some of their own interests (examples: sewing, cooking, personal grooming, ceramics and the like)

-making home visits when parents were unable to visit schools, informing them about their child's activities in school, how they might reinforce school teachings at home, about topics discussed in parent group meetings and the like.

Approximately 45% of the PLW's time was spent working in the classroom with four-year-olds, 50% of her time was spent working with parents in groups and 5% of her time was devoted to community involvement. While Table 4 gives a schematic representation of the PLW's schedule, it should be noted that the PLW's day remained open-ended throughout the year so that she was able to be compatible with parent schedules:

TABLE 4

SCHEMATIC DAILY SCHEDULE FOR ESAP PARENT LIAISON WORKER

Approximate Time Intervals		Typical PLW Activities
a.m. class	p.m. class	
8:30	12:30	1. greet ESAP children and parents 2. help children engage in meaningful activities 3. show parents ways to help and/or observe in the classroom
9:30	1:30	4. check absentees by telephone 5. make home visits to absentees without telephone 6. make home visits for other reasons
10:00	2:00	7. assist with curriculum areas -self-selected activities -discussion -lunch -literature -physical education 8. answer telephone inquires from parents
10:45	2:45	9. hold interest group sessions with parents 10. attend parent liaison training session 11. attend community meeting 12. confer with principal, coordinator of Parent Involvement, ESAP administrator and the like

Parents were encouraged to observe and participate in classroom activities at each ESAP center. It was hoped that through observing and participation parents would be able to build a sense of identification with the school, establish working relationships with school and community personnel, augment and extend their backgrounds of general knowledge, and participate actively in the education of their children. Classroom participation by parents ranged from ten minutes to a full ESAP session. A few parents came

as frequently as one or two days each week, while some came once during the year or not at all due to work schedules or family commitments at home. Parents who were able to attend ESAP sessions as much as full time everyday were encouraged to extend their interests beyond the ESAP classroom so that their own children would not become dependent upon their presence. The following list of parent activities suggests some of the ways in which parents were able to supplement the ESAP curriculum:

- -read appropriate stories from the classroom library
- -helped children with educational experiences such as learning the proper use of scissors, learning to share and learning to tie, button and zip
- -worked individually and in small groups with educational games and toys such as puzzles, beads, pegs and Lotto
- -assisted children in making shape, color and educational books for home use
- -helped mount and display children's work
- -assisted with outdoor play, woodworking, water table, sand table and cooking experiences
- -encouraged children to eat
- -helped with audio and visual equipment such as record players, listening posts, filmstrip projectors
- -repaired classroom materials and equipment whenever possible
- -sewed aprons and doll clothes for the classroom

Parent Groups were established and meetings were held on the average of one per month based on the discretion of the parents and the PLW. Two Friday afternoons per month (three hours in length) were reserved for in-depth parent involvement activities. Group meetings of parents and ESAP staff, home visits and the like, represent some of the kinds of activities which took place during these sessions. Discussion topics in the parent group meetings included: child development, nutrition, budgeting, family health, ESAP curriculum, ESAP parent concerns and/or needs. Food demonstrations emphasizing nutri-

tion and economy, sewing demonstrations and activities, home decoration activities and the like also attracted parents to group sessions. Another parent involvement activity held during the bi-weekly meetings involved conferences when parents were able to meet with teachers, health personnel, the ESAP psychiatrist, educational psychologists and any combination of the ESAP staff. Resource personnel for parent group meetings were drawn from a variety of community agencies such as:

Community Action Agency

Community Pediatrics Center--University of Maryland

University of Maryland Extension Services

Baltimore City Health Department
Department of Nutrition
Department of Health

Community and Housing Development

Department of Social Services

Division of Community Relations (BCPS)

Family and Children's Society

One final component of the parent-community involvement was that of helping parents cope with family problems which would interfere with the ESAP pupil's school attendance, with the ESAP pupil's being adequately attired for school or cold weather, and/or with adequate nutrition for the ESAP pupil. These types of family problems were referred to a suitable supportive service such as the Department of Social Services, the Housing Authority of Baltimore City, the Family and Children's Society, and/or an appropriate clinic or hospital.[1]

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[1] Information for the Parent-Community Involvement from Mrs. Velma Branch Evans and from the "Application for Federal Assistance for the Education of Children from Low Income Families, Title I of Public Law 89-10, Project Title-Early School Admissions, Project 1969-70", Baltimore City Public Schools, June 30, 1969.

Budget

Of the twenty-two ESAP schools, fifteen centers (with 590 four-year-old pupils) received their funding under ESEA Title I and seven centers (with 330 four-year-olds) were funded by the Baltimore City Public Schools. Table 5 shows the types of funding which supported the ESAP program.

TABLE 5

SOURCES OF FINANCIAL SUPPORT -- ESAP 1969-70

School Number	Number of Pupils	Major Source of Financial Support	Additional Source of Financial Support for Staff Salaries	Age Level of Pupils
2A	40	ESEA I	NONE	4
4	80	BCPS	NONE	4
8	30	ESEA I	NONE	4
10	40	ESEA I	NONE	4
11	40	ESEA I	NONE	4
19	80	BCPS	NONE	4
22	40	ESEA I	NONE	4
26	40	ESEA I	NONE	4
27A	40	ESEA I	NONE	4
32	30	ESEA I	MODEL	4
66	30	BCPS	NONE	4
86	40	ESEA I	NONE	4
95	60	ESEA I	MODEL	4
109A	30	BCPS	NONE	4
112	40	ESEA I	NONE	4
122	30	ESEA I	MODEL	4
139	40	ESEA I	NONE	4
159	40	BCPS	NONE	4
225	40	ESEA I	NONE	4
	120	ESEA I	BCPS	5
238	40	ESEA I	NONE	4
240	40	BCPS	NONE	4
243	30	BCPS	NONE	4

KEY: ESEA I - Elementary and Secondary Education Act, Title I
BCPS - Baltimore City Public Schools
MODEL - Model Schools Program
4 - Four-Year-Old Pupils
5 - Five-Year-Old Pupils

The FY ESAP budget entitled "Early Admissions. 15-70 Final Revision 6/16/70"(See Appendix E.) specified detailed revised budget information. From the period of September 1969 through June 1970, ESAP "continuation" costs were $704,511 from both local and Federal sources. These costs represent $501,111 worth of ESEA Title I funds invested in 710 ESAP pupils (590 four-year-old and 120 five-year-old ESAP pupils).[1] The expenditure per full-time equivalent (FTE) pupil for the ESAP was $1,412 under ESEA Title I. The following budget category areas and rank order percentages represent the general allotments for the 1969-70 ESAP:

Category	Percentage
Instruction	62.0
Food Services	15.0
Administration	8.2
Health Services	7.9
Fixed Charges	5.0
Capital Outlay	1.5
Transportation Services	0.3
Community Services	0.1

On the locally funded ESAP centers,$1,233 was spent per FTE pupil. The per pupil expenditure for the BCPS as a whole for 1969-70 was $676 estimated from the weighted average daily membership (ADM). This BCPS per pupil expenditure figure included Federal funds as well as local funds.[2] These data support the fact that this type of preschool program requires approximately $550 to $750 more to underwrite than does the usual BCPS program.

[1] Budget Control Figures, Federal Programs Administration, Baltimore City Public Schools, September 1970

[2] Bureau of Records and Statistics, Division of Research and Development, Baltimore City Public Schools, September 1970.

EVALUATION

Objectives

The major goals for the 1969-70 ESAP are listed as they appear on p. 10 in this Early School Admissions Evaluation. In addition, specific objectives are designated for each goal.

To focus attention on complete medical, psychological, social and mental health needs of children as signficant.

- -Each ESAP pupil will receive a thorough physical examination by a pediatrician.
- -Each ESAP pupil with diagnosed physical and/or mental abnormalities will be referred to the proper source for immediate and on-going follow-up medical care if such is indicated.
- -ESAP pupils with social or psychological problems as identified by the medical or instructional teams will be referred to the ESAP psychiatrist for diagnostic and remedial treatment.

To give maximum attention to the need for individualized instruction by providing small teacher-pupil ratios, paraprofessional volunteers, and other adult models on a regular basis.

- -The daily teacher-pupil ratio will be a maximum of 1:6 in each four-year-old ESAP center and 1:7 in each five-year-old center.
- -25% of each pupil's daily curriculum will be used for individualized instruction.
- -For 50% of the daily curriculum, each ESAP pupil will be engaged in small group learning experience which will provide for further individual reinforcement whenever possible.

To provide for the nutritional needs of children as an integral part of the program in order to develop sound bodies

and more adequate readiness for learning.

-Each ESAP pupil will receive one nutritionally balanced meal daily.

-Each ESAP pupil whose microhematocrit reading is below 30.0 mm. will be referred for dietary supplements.

To provide for active involvement of parents in an effort to strengthen family and school relationships.

-Each ESAP Center, through the guidance of the ESAP Parent Liaison Worker, will establish a Parent Group for the parents of that center.

-Each ESAP Parent Group will elect one representative and one alternate for the ESAP Parent Advisory Committee.

-The ESAP Parent Advisory Committee will meet on a monthly basis throughout the school year or more often if necessary.

-ESAP parents will observe and will participate in classroom activities in each ESAP center.

-ESAP parents will assist in making instructional materials for use in the classroom and for home reinforcement.

To develop a succession of related experiences which will enable each child, commensurate with his age and maturity, to develop skills in language and communication, cognition, perception, motor-sensory control, aesthetic appreciation and self-direction.

-Each ESAP pupil will demonstrate the ability to identify, name and describe a variety of concrete objects including people, animals, toys and the like.

-Each ESAP pupil will develop classification skills and will be able to group concrete objects by form, size color and function.

-Each ESAP pupil will develop skills in visual and auditory perception such as matching, discrimination, memory, recall and reproduction.

-Each ESAP pupil will develop the following motor perceptual skills:
the ability to identify, name, and describe body parts and functions;
the ability to orient one's body to different kinds of spaces through laterality, directionality and and balance;
the ability to coordinate eye-hand and eye-foot actions.

-Each ESAP pupil will develop quantitative skills such as:
identifying sets of objects;
matching sets of objects in one to one relationships;
comparing sets of objects to make determinations of more than, fewer than and equivalent;
counting the number of objects in a set to determine how many;
developing beginning addition and subtraction.

To concentrate on problems related to speech improvement and provide therapeutic and correctional measures in individual and group sessions.

-Each ESAP pupil will be screened by a trained speech therapist to determine problems in speech improvement, language development and speech therapy.

-Therapeutic and correctional measures will be provided for each ESAP pupil with identified problems in articulation, delayed language, voice disorders and the like.

-ESAP pupils with speech defects will receive additional supportive or medical services as needed.

-Each ESAP pupil will develop verbal communication through which he will identify, compare and indicate location, action, or non-identity.

To provide pre-service and in-service training of professional and semi-professional staff to assure coordination and effective

integration of services and instruction.

-Four days of pre-service training will be provided for the professional and para-professional ESAP staff at the beginning of the school year.

-Seventeen in-service training sessions involving ESAP staff members in total group and in cluster-group meetings will be provided throughout the school year.

To elicit the cooperation, support and judgement of parents, the Community Action Agency and other appropriate community leaders in planning and implementing the program.

-The Parent Advisory Committee, the Staff Advisory Committee, Representatives of the Community Action Agency and the Advisory Committee of Supportive Services will plan cooperatively for the 1969-70 Early School Admissions Program.

-When possible, ESAP staff development will be planned jointly with the privately operated Head Start centers.

-The ESAP administrator will work with non-public schools and day care centers to plan cooperatively for the continuity of experiences for children.

To focus attention on evaluation of achievement through a research design of sufficient depth and duration to insure that the benefits received in Early Admissions are fostered and maintained in kindergarten and beyond.

-Each ESAP pupil available at the time of testing will be individually tested with both a verbal and a non-verbal measure during the first month of his Early School Admissions experience to establish baseline data.

-A random sample of Early School Admissions pupils will be individually tested during the last month of the school year to establish achievement gains for their first school experience.

-Longitudinal data will be examined in kindergarten and in grade one for the purpose of determining whether

Early School Admissions pupils demonstrate achievement gains over non-Early School Admissions pupils and whether these gains increase or decrease over time.

This Early School Admissions Program Evaluation presents data which will substantiate the progress or lack of progress which the 1969-70 Early School Admissions Program has made toward achieving these goals and objectives during that year of operation as well as data which will substantiate longitudinal gains or losses accomplished as a result of previous years of the Early School Admissions Program.

Choosing Participants

Each pupil was individually chosen by the ESAP staff on the basis of pupil needs and on the basis of registration data to participate in the ESAP which was specifically designed as a comprehensive educational program for pre-school and kindergarten children. The pre-schoolers ranged in age from three years eight months to four years eight months in September, 1969. Registration, using the Pupil Personal History form found in Appendix D was completed by the classroom teacher or the PLW in each center in an individual interview with the parent(s) or guardian of the potential ESAP participant. The criteria considered in the selection and enrollment of ESAP pupils included: low family income, as determined according to the standards established by the Office of Economic Opportunity; limited educational opportunity of the adult members of the family as determined by the years of school completed; dependency upon public assistance; and the numbers and kinds of known problems with which the family was attempting to cope.[1] In addition the ESAP pupils were not to have had any previous school ex-

1 "Application for Federal Assistance for the Education of Children from Low Income Families, Title I of Public Law 89-10, Project Title - Early School Admissions, Project 1969-70", Baltimore City Public Schools, June 30, 1969 pp. 4-5.

perience in an ESAP class.

The "YEARLY FAMILY INCOME:"[1] category percentages for the 1969-70 ESAP parents who responded to question number 27 on the Pupil Personal History form were:

Yearly Family Income	Percentage
Below $3,000 per year	44.7
$3,000 to $5,000 per year	45.8
Over $5,000 per year	9.5

Out of the 841 ESAP families, in which there ranged from one to thirteen siblings, the mean number of siblings for these ESAP pupils was 3.1. Only 9% of the total ESAP families had no children other than their ESAP pupil. These data suggest large family sizes and limited family incomes for the ESAP participants. The mean "HIGHEST GRADE COMPLETED BY MOTHER"[2] was 10.1 and the mean "HIGHEST GRADE COMPLETED BY FATHER:"[3] was 9.9. The percentage of highest educational levels attended or completed for mothers and fathers ranged from no school to some college and were:

Highest Educational Levels Attended or Completed	Percentage	
	Mothers	Fathers
No Schooling	0.1%	1.2%
Elementary School (Grades 1 to 6)	4.1%	7.5%
Secondary School (Grades 7 to 12)	93.5%	86.9%
College	2.4%	4.4%

In the case of 37 mothers and 146 fathers, educational information was not available. From 971 different responses to "WHO IS THE MAIN SUPPORT OF THE FAMILY"[4], 35.2% of the ESAP families were dependent on"DPW-Relief, Public Assistance, etc." In terms of the types of

1 Source Documents, 1969-70 Pupil Personal History forms
2 Ibid.
3 Ibid.
4 Ibid.

known problems with which the ESAP parent had to cope, 24.6% of parents were separated and 19.5% were single. A total of 50.4% of the ESAP parents were raising their families alone. This total percentage includes widowed, single, separated and divorced categories.[1]

Available records indicate that 928 ESAP pupils were registered during the 1969-70 school year with a loss of only 4% of the pupils during the year. Reasons for such a loss included: 1) pupils moving out of the city area in which ESAP centers were available, 2) pupils being recommended for special outside services such as Kennedy Institute, 3) pupils leaving town, 4) lengthy illness and 5) pupils not attending school on a regular basis due to apathy and disinterest on the part of the parent(s).[2] This type of parent(s) generally was not able to respond to repeated home visits, letters, general education about the program and about their child.

Describing Participants

Race and Sex. Of the 928 ESAP pupils registered, 490 were girls and 437 boys, while data were not available for one pupil. Table 6 presents the ESAP pupil data by race and sex. The black to white ratio was 3:1.

TABLE 6

RACE AND SEX DATA--1969-70 ESAP

Race	Sex	Number of pupils*	Percentage
Negro	Female Male	388 352	75
Other	Female Male	3 7	1
White	Female Male	99 78	24

*Data not available for one ESAP pupil
Source: Pupil Personal History form, 1969-70

1 Ibid.
2 Early School Admission Program, Central Office records, BCPS, 1969-70.

Attendance. Attendance data for the 1969-70 ESAP pupils in each center compared favorably with attendance data for kindergarten pupils in the same schools, even though ESAP pupils were one year younger. Figure 3 represents the percent attendance in each ESAP school for ESAP (four-year-olds) and for kindergarten (five-year-olds). Attendance for both ESAP pupils and kindergarten pupils in all ESAP schools generally varied between 80 and 90% for the year.

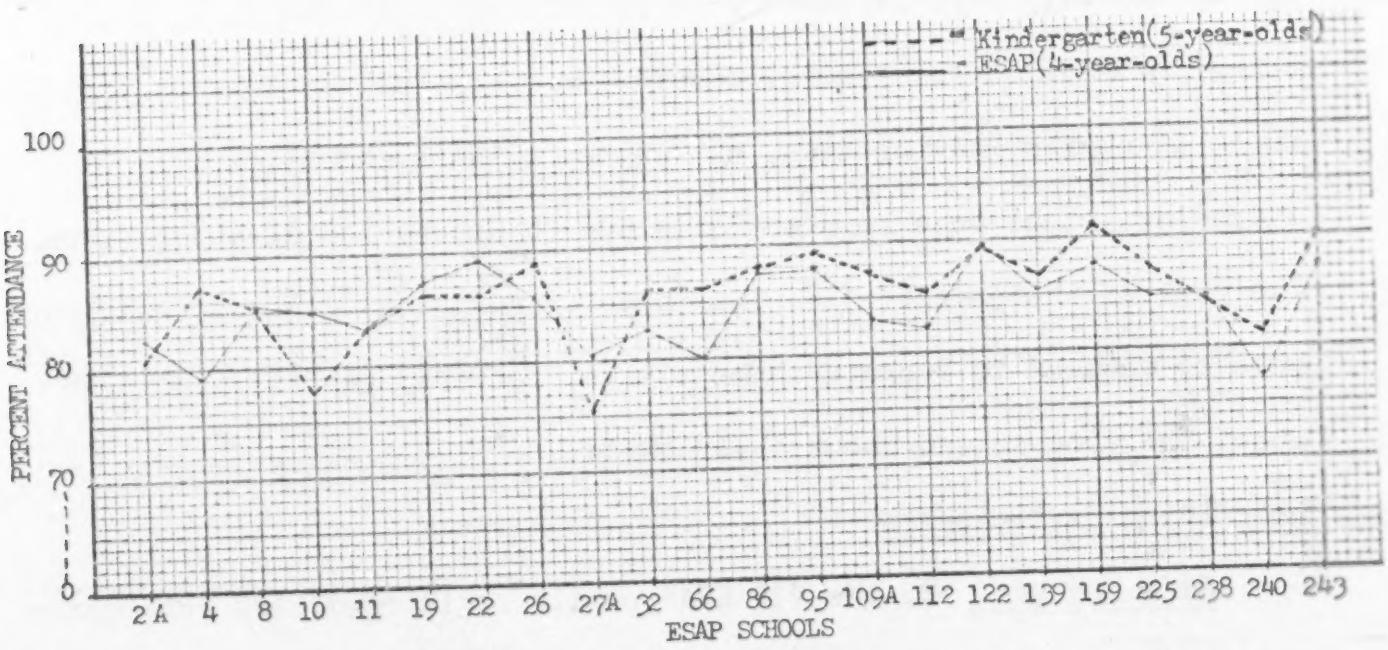

FIGURE 3

OCTOBER 1969-JUNE 1970 AVERAGE ATTENDANCE DATA
(ESAP and Kindergarten in ESAP Schools)

Home Background. Nine Pupil Personal History questions were examined to determine some of the home background characteristics of the 1969-70 ESAP pupils. While 98% of the ESAP homes had television sets, multiple answers received for question #43 indicated the ESAP pupils preferred playing with toys, other children and

looking at books more than watching television. (See Table 7.) The most popular television shows for these children were cartoons. Printed materials used in the home included books, magazines and newspapers. In 92% of the cases ESAP children were read to at home--mainly by mothers and other siblings. The most usual form of travel for these pupils was by car, bus and/or taxi. Approximately one quarter of these children had experienced trips to the park and/or zoo prior to their ESAP school year.

TABLE 7

SELECTED 1969-70 PUPIL PERSONAL HISTORY ITEMS--
PERCENT RESPONSES BY CATEGORY LISTED IN RANK ORDER

*43. WHAT DOES THIS CHILD LIKE TO DO BEST IN HIS FREE TIME? 20% Play with toys 19% Play with other children 14% Look at books 13% Watch TV 12% Draw, paint 10% Sing 10% Dance 2% Other 1% No preference	*54. WHAT KIND OF PRINTED MATERIALS ARE USUALLY IN THE HOME? 36% Books 31% Magazines 31% Newspapers 1% Other 1% None
59. IS THERE A TELEVISION SET IN THE HOME? 98% Yes 2% No	55. DOES ANYONE READ TO THIS CHILD AT HOME? 92% Yes 8% No
*60. WHAT DOES THIS CHILD ENJOY MOST ON TV? 43% Cartoons 26% Children's Shows 11% Westerns 7% Educational TV 7% Other 4% Quiz Shows 2% No Preference 1% Not applicable	*56. IF YES TO #55, WHO DOES THE READING? 50% Mother 27% Older siblings 6% Father 6% Other members of family 5% Not applicable 4% Grandparents 2% Both parents 1% Other
*57. WHAT TRIPS HAS THE CHILD TAKEN? 27% Park 23% Zoo 18% Amusement Park 15% Beach 14% Other States 1% Other Countries 1% Other 1% None	*58. HOW HAS HE TRAVELED? 31% Car 30% Bus 26% Taxi 6% Truck 4% Train 2% Boat 1% Airplane

Source: 1969-70 Pupil Personal History forms, Bureau of Instructional Research

*These questions include multiple response answers.

Program and School Background Data. For the purpose of this evaluation, a "standard" control group was not available since the ESAP is unique in the BCPS system. For comparative purposes, however, test results from the control pupils established during the first three years of the ESAP[1] were examined in relation to their counterparts who received the ESAP during the same three years' time. These results for control and experimental pupils are shown in Table 8, and the experimental results appear also in Table 15 for examination relative to the years 1967-1970. Since it was hypothesized that there would be no significant difference between the uncorrelated means of the Columbia Mental Maturity Scale (CMM) and Verbal Maturity Scale (VM) pre-tests for 1963-1966 experimental and control groups, the two tailed level of significance was applied. There were no significant differences found at the 0.05 level for either the CMM or the VM pre-test for any of these three years. Five out of six post-test situations for the above groups were found to have significant differences between means at the 0.01 level of significance (one tailed test). The hypothesis in this case was that the ESAP would produce a positive difference. The 1965-66 CMM post-test difference between means was not significant at the 0.05 level but the data suggest the differences favored the experimental group.

Tables9 through 13 exemplify the most current background test results which were available for the on-going planning of the 1969-70 ESAP. These tests were administered citywide in May 1969. As indicated in Table 9 the kindergarten pupils in most schools reflected

[1] Under funding from the Ford Foundation and the Office of Economic Opportunity 1963-64, 1964-65, 1965-66

TABLE 8

1963-1966 RESULTS FOR CONTROL AND EXPERIMENTAL ESAP PUPILS
from the
COLUMBIA MENTAL MATURITY SCALE and the VERBAL MATURITY SCALE

PRE-TEST		1963-64			1964-65			1965-66		
		N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.
CONTROL	CMM	96	14.96	9.46	105	13.92	10.27	69	11.25	9.22
	VM	96	16.64	10.13	105	13.66	9.40	69	15.30	9.96
EXPERIMENTAL	*CMM*	*116*	*14.93*	*9.83*	*121*	*14.13*	*10.11*	*107*	*13.80*	*9.81*
	VM	*116*	*17.24*	*11.24*	*121*	*15.40*	*10.60*	*107*	*16.68*	*10.47*
POST-TEST										
CONTROL	CMM	96	32.15	11.88	105	27.91	15.46	69	28.45	15.99
	VM	96	34.95	9.47	105	30.85	11.28	69	32.80	10.83
EXPERIMENTAL	*CMM*	*116*	*37.68*	*12.31*	*121*	*34.41*	*13.29*	*107*	*32.00*	*13.34*
	VM	*116*	*41.02*	*10.26*	*121*	*39.72*	*11.21*	*107*	*40.44*	*10.31*

Source: Data for the years 1963-64, 1964-65, and 1965-66 obtained from the Pupil Data Bank, Orlando F. Furno, Baltimore City Public Schools Early School Admissions Project, 1967.

TABLE 9

PRIMARY MENTAL ABILITIES (K-1) RESULTS for PUPILS ON ROLL IN GRADE 1, October 1969--
BASED ON KINDERGARTEN, MAY 1969 TESTING

SCHOOL NUMBER	PRIMARY MENTAL ABILITIES TEST (K-1)-SUBTESTS							
	VERBAL MEANING		PERCEPTUAL SPEED		NUMBER FACILITY		SPATIAL RELATIONS	
	Raw Score	Ability Level	Raw Score	Ability Level	Raw Score	Ability Level	Raw Score	Ability Level
2A	27	2	10	2	9	2	7	2
4	28	2	8	2	12	3	11	3
8	29	3	15	3	9	2	10	3
10	27	2	18	3	18	3	10	3
11	31	3	15	3	12	3	12	3
19	38	3	17	3	17	3	13	3
22	31	3	15	3	13	3	14	3
26	33	3	15	3	13	3	12	3
27A	30	3	10	2	11	2	8	2
32	32	3	15	3	12	3	11	3
66	35	3	17	3	15	3	16	3
86	32	3	15	3	12	3	11	3
95	34	3	19	3	12	3	9	2
109A	29	3	8	2	11	2	8	2
112	32	3	15	3	14	3	13	3
122	38	3	16	3	16	3	13	3
139	33	3	15	3	13	3	12	3
159	32	3	13	3	12	3	12	3
225	30	3	14	3	10	2	10	3
238	25	2	14	3	9	2	8	2
240	38	3	15	3	18	3	11	3
243	35	3	16	3	15	3	13	3
R.S.E.	30		13		13		14	

Key: Ability Level
3 - Average for Baltimore City Public School Kindergarten Pupils
2 - Slightly below average for Baltimore City Public School Kindergarten Pupils
R.S.E. - Publisher's Raw Score Equivalent to Mental Age 5-10

an average BCPS ability level on the Primary Mental Abilities subtests. Pupils in grade one, however, demonstrated below average BCPS ability levels generally on the Verbal Meaning and the Number Facility subtests. In the Spatial Relations subtest, more schools demonstrated a below average ability level in grade one than had been shown by the same schools at the kindergarten level. (See Table 10.) These data seem to add strength to the opinion that the gap between disadvantaged pupils and non-disadvantaged pupils widens as pupils ascend the grade ladder. Results on the Otis Lennon Mental Ability Test (See Table 11, p. 48.) for the 1969 grade one pupils on roll in grade 2, October 1969 fluctuate, but all schools fell below the 50th I.Q. percentile rank for the nation. Table 12, page 49, depicts the 1969 grade 2 Otis Lennon results for pupils on roll in grade 3, October 1969. In 14 out of the 22 ESAP schools, the national I.Q. percentile ranks fell within the first quartile as opposed to 11 schools at the grade one level which fell within the first quartile. Table 13, page 50, gives raw score school means and their conversion to grade equivalents and to national percentile ranks for the Primary Reading Profiles (PRP-Level 1) administered citywide to BCPS grade two pupils in May 1969. It should be noted that this Level 1 PRP "...is a diagnostic battery of 5 tests designed to evaluate pupil progress in reading at the end of the first year of instruction."[1] Since a test planned for pupils at the end of grade one was actually administered at the end of grade two, a sizeable grade equivalent deficit existed

[1] James B. Stroud, Albert N. Hieronymus, Paul McKee, Teacher's Manual, Primary Reading Profiles Level 1, Houghton Mifflin Company, Boston, 1968, p. 1.

TABLE 10

PRIMARY MENTAL ABILITIES (K-1) RESULTS for PUPILS ON ROLL in GRADE 2, October 1969-- BASED ON GRADE 1, MAY 1969 TESTING

SCHOOL NUMBER	PRIMARY MENTAL ABILITIES TEST (K-1)-SUBTESTS							
	VERBAL MEANING		PERCEPTUAL SPEED		NUMBER FACILITY		SPATIAL RELATIONS	
	Raw Score	Ability Level	Raw Score	Ability Level	Raw Score	Ability Level	Raw Score	Ability Level
2A	33	2	20	3	16	2	14	2
4	35	2	17	2	18	2	16	3
8	35	2	21	3	18	2	16	3
10	31	1	20	3	16	2	15	2
11	33	2	19	3	17	2	14	2
19	37	3	20	3	19	2	17	3
22	35	2	19	3	19	2	17	3
26	35	2	19	3	19	2	18	3
27A	33	2	19	3	18	2	15	2
32	35	2	21	3	18	2	15	2
66	38	3	22	3	20	3	18	3
86	32	2	17	2	12	1	13	2
95	35	2	19	3	18	2	14	2
109A	34	2	19	3	17	2	12	1
112	36	2	19	3	19	2	16	3
122	36	2	21	3	19	2	15	2
139	35	2	21	3	19	2	17	3
159	34	2	19	3	18	2	15	2
225	37	3	20	3	19	2	17	3
238	36	2	21	3	19	2	16	3
240	36	2	21	3	21	3	18	3
243	38	3	22	3	20	3	18	3
R.S.E.	40		19		19		20	

Key: Ability Level
3 - Average for Baltimore City Public School Grade One Pupils
2 - Slightly below average for Baltimore City Public School Grade One Pupils
1 - Below average for Baltimore City Public School Grade One Pupils
R.S.E. - Publisher's Raw Score Equivalent to Mental Age 6-10, average age at which pupils were tested.

TABLE 11

OTIS LENNON MENTAL ABILITY TEST (LEVEL-P2) RESULTS
FOR PUPILS ON ROLL IN GRADE 2, OCTOBER 1969--
BASED ON GRADE 1, MAY 1969 TESTING

Schools	2A	4	8	10	11	19	22	26	27A	32	66	86	95	109A	112	122	139	159	225	238	240	243
Mean Chronological Age Years/Months	7-1	7-1	7-0	7-5	6-11	6-11	7-1	7-0	7-3	7-2	7-1	6-9	6-11	7-1	6-10	7-2	7-0	7-1	7-0	7-1	7-0	7-2
Mean Raw Score	31	33	35	32	34	34	34	37	31	34	38	23	37	33	38	34	36	34	36	38	37	39
Mean Otis Lennon I.Q.	84	87	89	83	91	91	88	92	82	88	94	77	96	87	97	88	91	88	91	94	92	95
National Percentile Rank I.Q.	16%	21%	25%	14%	29%	29%	23%	31%	13%	23%	35%	8%	40%	21%	43%	23%	29%	23%	29%	35%	31%	38%

Source: May 1969 Citywide Testing Program for Grade 1, Printout for Pupilson Roll in Grade 2, October 1969, Baltimore City Public Schools, Division of Research and Development

TABLE 12

OTIS LENNON MENTAL ABILITY TEST (LEVEL-E1) RESULTS
FOR PUPILS ON ROLL IN GRADE 3, OCTOBER 1969--
BASED ON GRADE 2, MAY 1969 TESTING

Schools	2A	4	8	10	11	19	22	26	27A	32	66	86	95	109A	112	122	139	159	225	238	240	243
Mean Chronological Age Years/Months	8-3	8-3	8-3	8-5	8-4	8-2	8-1	8-2	8-3	8-2	8-1	8-2	8-0	8-1	8-2	8-2	8-3	8-1	8-3	8-1	8-1	8-0
Mean Raw Score	34	31	30	33	29	28	29	37	30	34	40	30	32	29	27	34	34	33	33	36	33	38
Mean Otis Lennon I.Q.	89	86	85	88	83	84	85	95	85	91	98	87	89	85	83	91	89	90	88	94	90	96
National Percentile Rank I.Q.	25%	19%	17%	23%	14%	16%	17%	38%	17%	29%	45%	21%	25%	17%	14%	29%	25%	27%	23%	35%	27%	40%

Source: May 1969 Citywide Testing Program for Grade 2, Printout for Pupils on Roll in Grade 3, October 1969, Baltimore City Public Schools, Division of Research and Development

TABLE 13

PRIMARY READING PROFILES (LEVEL 1) RESULTS FOR PUPILS ON ROLL IN GRADE 3 OCTOBER 1969--
BASED ON GRADE 2 MAY 1969 TESTING*

SCHOOL	APTITUDE TEST TEST I			AUDITORY ASSOCIATION TEST II			WORD RECOGNITION TEST III			WORD ATTACK TEST IV			READING COMPREHENSION TEST V			COMPOSITE TESTS III, IV, V		
	R.S.	G.E.	%ile	R.S.	G.E.	%ile	R.S.	G.E.	%ile	R.S.	G.E.	%ile	R.S.	G.E.	%ile	R.S.	G.E.	%ile
2A	19	1.8	49	80	1.3	29	35	1.4	34	11	1.5	33	29	1.6	41	75	1.6	38
4	17	1.4	32	80	1.3	29	38	1.6	42	12	1.6	38	31	1.7	46	81	1.7	45
8	16	1.2	25	73	1.1	21	33	1.3	29	10	1.4	29	28	1.6	38	71	1.5	34
10	18	1.6	40	83	1.4	33	41	1.9	51	15	2.0	55	24	1.4	30	80	1.7	44
11	15	1.0	19	79	1.3	28	34	1.4	31	12	1.6	38	28	1.6	38	74	1.6	37
19	15	1.0	19	76	1.2	24	37	1.5	39	11	1.5	33	27	1.5	36	75	1.6	38
22	16	1.2	25	77	1.2	26	33	1.3	29	11	1.5	33	29	1.6	41	73	1.6	36
26	23	2.4	77	79	1.3	28	36	1.5	36	13	1.7	43	31	1.7	46	80	1.7	44
27A	16	1.2	25	72	1.1	20	31	1.2	26	10	1.4	29	27	1.5	36	68	1.4	31
32	18	1.6	40	89	1.6	43	41	1.9	51	13	1.7	43	35	2.0	57	89	1.9	54
66	21	2.1	64	96	2.1	62	44	2.1	63	15	2.0	55	36	2.1	59	95	2.1	61
86**	16	1.2	25	77	1.2	26	37	1.5	39	12	1.6	38	30	1.7	43	79	1.7	42
95	16	1.2	25	85	1.5	37	36	1.5	36	11	1.5	33	28	1.6	38	75	1.6	38
109A	19	1.8	49	60	0.9	13	31	1.2	26	11	1.5	33	27	1.5	36	69	1.5	32
112	15	1.0	19	66	1.0	17	28	1.1	21	9	1.3	25	26	1.5	34	63	1.3	26
122	19	1.8	49	86	1.5	38	36	1.5	36	12	1.6	38	31	1.7	46	79	1.7	42
139	17	1.4	32	82	1.4	32	37	1.5	39	12	1.6	38	33	1.9	51	82	1.7	46
159	19	1.8	49	88	1.6	42	43	2.0	59	14	1.8	48	35	2.0	57	92	2.0	57
225	18	1.6	40	86	1.5	38	39	1.7	45	13	1.7	43	35	2.0	57	87	1.9	51
238	16	1.2	25	81	1.3	30	36	1.5	36	11	1.5	33	30	1.7	43	77	1.6	40
240	18	1.6	40	84	1.5	35	37	1.5	39	11	1.5	33	29	1.6	41	77	1.6	40
243	21	2.1	64	94	1.9	55	43	2.0	59	15	2.0	55	38	2.3	65	96	2.2	62

*Grade equivalent norm for May 1969 when all grade 2 pupils were tested was 2.8.
**Higher grades relating to School #86 located in "parent school" #85

Key: R.S. - Raw Score
G.E. - Grade Equivalent
%ile - Percentile Level--National

even before the test was administered. In addition to this deficit, grade 2 pupils in the 22 ESAP schools demonstrated a further grade equivalent deficit range from six months to one year and five months. It was hoped that the 1969-70 ESAP would contribute individual, structured learning experiences which would help to reverse the widening education gap for pupils as they progress in the elementary grades.

Measuring Changes

Pre- and post-test measures were administered by educational psychologists from the BCPS Individual Testing service in October, 1969 and May 1970 respectively with the Columbia Mental Maturity Scale (CMM) and the Verbal Maturity Scale (VM). These measures relate to the fifth objective found on page 35 which states that ESAP pupils would be enabled "...to develop skills in language and communication, cognition, perception, motor-sensory control...". During May 1970, two additional standardized tests were administered to a post-test sample of ESAP pupils. These tests were the Stanford-Binet (S-B) short form and the Illinois Test of Psycholinguistic Abilities (ITPA). Both the S-B and the ITPA were added to the testing program for the dual purpose of making more information available to the ESAP staff for individualizing instruction and to the Bureau of Instructional Research for relating to published research findings.

Longitudinal changes were examined also, for full-year 1967-68 ESAP pupils who attended kindergarten (1968-69) and grade one (1969-70) in an ESAP school. Non-ESAP pupils studied comprised the group of 1968-69 kindergarten and 1969-70 grade one children in the ESAP

schools who did not have a full-year of an ESAP program in 1967-68--in effect a "control" group. For the next wave there was another longitudinal change study involving pupils with a full-year ESAP in 1968-69 followed in 1969-70 by kindergarten in an ESAP school. Those enrolled in kindergarten in 1969-70 in ESAP schools but without a 1968-69 ESAP background constituted the "control" group. Therefore, the non-ESAP groups included all types of experiential backgrounds ranging from no previous school experience to perhaps a pre-school experience other than ESAP. These data suggest strengths and/or weaknesses of the ESAP on a longitudinal basis which might allow for future program modifications.

Data Presentation, Analysis, and Findings

To depict a more clear picture of the status and progress being made by ESAP pupils, present and past, the discussion does not follow the breakdown suggested by the Guide for Authors--presenting data, analyzing data and reporting findings separately. Rather, the discussion centers around one subject component or time component as a complete unit.

1969-70 ESAP Test Results. During the 1969-70 ESAP, pre- and post-test data were available for an approximate 10% sample of the total ESAP population. The schools were arranged in numeric order and the 1969-70 ESAP pupils were arranged alphabetically within school. These pupils were assigned a number in serial order. Sample numbers were then chosen from a table of random numbers and

the appropriate 10% ESAP sample pupils were drawn from the total group. Data for the 88 sample pupils tested with the Columbia Mental Maturity Scale (CMM) and the Verbal Maturity Scale (VM) are shown in Table 14. Gain scores for the 1969-70 CMM and VM respectively were 15.81 and 14.42. For the 1967-68 ESAP pupils a gain score from the VM pre-test and post-test was 14.00 with a sample of 80 out of 710 ESAP pupils.1

TABLE 14

1969-70 SAMPLE ESAP PRE-TEST AND POST-TEST RESULTS
for the
COLUMBIA MENTAL MATURITY SCALE AND THE VERBAL MATURITY SCALE

1969-70		CMM	VM
PRE-TEST	N	88	88
	$\bar{X}$	19.65	22.69
	S.D.	11.95	10.31
POST-TEST	*N*	*88*	*88*
	$\bar{X}$	*35.46*	*37.11*
	S.D.	*11.87*	*11.22*

Table 15 shows the trend of available CMM and VM test results for the ESAP from 1963-1970. It should be noted that results for control pupils were discussed on page 43 and were found not to be significantly different from the ESAP pupils on the pre-test for the years 1963-1966.[2] In addition to the CMM and VM, as mentioned on page 51, the 1969-70 post-test sample received the short form of the Stanford-Binet (S-B) and the Illinois Test of Psycholinguistic Abilities (ITPA). These Spring 1970 test results for the sample ESAP pupils showed a mean S-B I.Q. of 94.35 and a mean ITPA I.Q. of 94.0. The mean age of these pupils was 5.0 years.

1 Computed in Bureau of Instructional Research for 1969-70 Evaluation.

2 Further comparisons with previous years were not feasible due to differences in selecting ESAP populations.

TABLE 15

TREND OF ESAP RESULTS FROM 1963-70
from the
COLUMBIA MENTAL MATURITY SCALE and the VERBAL MATURITY SCALE

		1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70
CMM Pre-test	N	116	121	107	N.A.	710	811	742
	$\bar{X}$	14.93	14.13	13.80		11.19	16.75	19.70
	S.D.	9.83	10.11	9.81		11.25	11.39	13.08
CMM Post-test	*N*	*116*	*121*	*107*	*N.A.*	*N.A.*	*N.A.*	*88*
	$\bar{X}$	*37.68*	*34.41*	*32.00*				*35.46*
	S.D.	*12.31*	*13.29*	*13.34*				*11.87*
VM Pre-test	N	116	121	107	N.A.	710	811	742
	$\bar{X}$	17.24	15.40	16.68		20.19	19.53	22.47
	S.D.	11.24	10.60	10.47		10.83	10.79	11.59
VM Post-test	*N*	*116*	*121*	*107*	*N.A.*	*80*	*N.A.*	*88*
	$\bar{X}$	*41.02*	*39.72*	*40.44*		*35.54*		*37.11*
	S.D.	*10.26*	*11.21*	*10.31*		*10.57*		*11.22*

KEY: CMM = Columbia Mental Maturity Scale
VM = Verbal Maturity Scale
N.A.= Results not available

N = total number of pupils
$\bar{X}$ = mean
S.D.= standard deviation

Sources: Data for the years 1963-64, 1964-65, and 1965-66 obtained from the Pupil Data Bank, Orlando F. Furno, BCPS ESAP, 1967
Data for 1967-68 obtained from the Evaluation of ESEA Title I Projects for FY 1968, Early School Admissions, 1967-68 and Early School Admissions, Summer 1968, Science Research Associates, October 31, 1968, p. 90.
Data for 1968-69 and 1969-70 obtained from source documents in the Bureau of Instructional Research

Longitudinal Study--Wave One, 1967-70. Two longitudinal studies have been pursued for this 1969-70 evaluation. The first of these studies will be referred to as Wave One. The wave includes pupils who received a full year of the 1967-68 ESAP, kindergarten in 1968-69 and grade one in 1969-70. As mentioned on p. 52 in this text, a standard control group was not available for this longitudinal study. In lieu of this, the comparison group includes all pupils in the 1967-68 ESAP schools who did not receive the ESAP but who did attend kindergarten in an ESAP school in 1968-69. The non-ESAP comparison pupils came from a variety of undefined experiential backgrounds prior to their entrance in the 1968-69 BCPS kindergarten program. Table 16 presents pre-test PMA data for a voluntary sample of ESAP schools. Eleven out of seventeen ESAP schools participated in this fall 1968 PMA test session. In all PMA subtests, the ESAP pupil means were significantly different from the non-ESAP pupil means at the 0.05 level. In the case of the subtests, Verbal Meaning and Perceptual Speed, the ESAP means were significantly higher at the 0.01 level. The May 1969 and the May 1970 citywide PMA test results, also found in Table 16, for the seventeen ESAP schools show that there was a significant difference at the 0.01 level in favor of the ESAP pupils. There was no significant difference between the 1967-68 ESAP pupils who were in the longitudinal study Wave One and those who were not in the study, either on the CMM or the VM as indicated in Table 17. These data verify the fact that ESAP pupils who happened to be in the longitudinal study were not different from other ESAP pupils in the year 1967-68. It must be remembered that ESAP pupils were

TABLE 16

LONGITUDINAL STUDY--WAVE ONE, 1967-70[1]

Significance of Difference Between Uncorrelated Means for the Subtests of the Primary Mental Abilities Test Administered to ESAP and Non-ESAP Pupils

		PRIMARY MENTAL ABILITIES TEST (K-1)-SUBTESTS							
		Verbal Meaning		Perceptual Speed		Number Facility		Spatial Relations	
		ESAP	NON-ESAP	ESAP	NON-ESAP	ESAP	NON-ESAP	ESAP	NON-ESAP
KINDERGARTEN Fall 1968[2]	N	287	587	287	587	287	587	287	587
	$\bar{X}$	26.29	24.64	11.48	9.94	8.44	7.63	8.55	7.82
	σ	6.76	7.27	6.21	5.62	4.79	5.23	4.38	4.85
	σ_m	0.3997	0.3003	0.3672	0.2321	0.2832	0.2160	0.2589	0.2003
	σ_{dm}	0.50		0.43		0.36		0.33	
	$\bar{z}$	3.30**		3.55**		2.28*		2.23*	
KINDERGARTEN May 1969[3]	*N*	*465*	*1100*	*465*	*1100*	*465*	*1100*	*465*	*1100*
	$\bar{X}$	*33.44*	*31.75*	*15.86*	*14.49*	*13.80*	*12.24*	*11.92*	*11.04*
	σ	*7.25*	*7.79*	*5.74*	*6.04*	*7.15*	*6.44*	*5.06*	*5.24*
	σ_m	*0.3365*	*0.2349*	*0.2664*	*0.1821*	*0.3319*	*0.1942*	*0.2349*	*0.1580*
	σ_{dm}	*0.41*		*0.32*		*0.38*		*0.28*	
	$\bar{z}$	*4.12***		*4.25***		*4.06***		*3.11***	
GRADE ONE May 1970[3]	*N*	*465*	*1100*	*465*	*1100*	*465*	*1100*	*465*	*1100*
	$\bar{X}$	*38.41*	*36.46*	*21.60*	*20.64*	*20.12*	*18.86*	*17.11*	*16.48*
	σ	*6.03*	*6.99*	*4.74*	*5.22*	*4.75*	*5.23*	*4.18*	*4.58*
	σ_m	*0.2799*	*0.2108*	*0.2200*	*0.1574*	*0.2205*	*0.1577*	*0.1940*	*0.1381*
	σ_{dm}	*0.35*		*0.27*		*0.27*		*0.24*	
	$\bar{z}$	*5.57***		*3.55***		*4.65***		*2.65***	

[1] Wave One includes ESAP pupils who received the ESAP in 1967-68, kindergarten in 1968-69 and Grade One 1969-70. These pupils are compared with NON-ESAP pupils from the same schools who had a kindergarten experience in 1968-69 and a grade one experience in 1969-70.

[2] Voluntary PMA Testing in which 11 ESAP schools were tested.

[3] Citywide PMA Testing in which 17 ESAP schools were tested.

** - Significant at the 0.01 level

* - Significant at the 0.05 level

Key: N - total number of pupils
$\bar{X}$ - mean
σ - standard deviation
σ_m - standard error of the mean
σ_{dm} - standard error of difference of uncorrelated means
$\bar{z}$ - ratio for a difference between means to test significance

TABLE 17

SIGNIFICANCE OF DIFFERENCE BETWEEN UNCORRELATED MEANS ON THE COLUMBIA MENTAL MATURITY SCALE AND VERBAL MATURITY SCALE FOR THE 1967-68 ESAP PUPILS IN WAVE ONE AND THE ESAP PUPILS NOT IN WAVE ONE

		COLUMBIA MENTAL MATURITY SCALE		VERBAL MATURITY SCALE	
		ESAP Pupils in Wave One	ESAP Pupils NOT in Wave One	ESAP Pupils in Wave One	ESAP Pupils NOT in Wave One
	N	467	183	465	183
ESAP	$\overline{X}$	15.75	15.96	18.86	18.25
1967-68	σ	11.08	11.91	10.97	11.33
	σ_m	0.5143	0.8828	0.5092	0.8398
	σ_{dm}	1.02		0.98	
	$\overline{z}$		0.21	0.62	

Key: N = total number of pupils
$\overline{X}$ = mean
σ = standard deviation
σ_m = standard error of the mean
σ_{dm} = standard error of difference of uncorrelated means
$\overline{z}$ = ratio for a difference between means to test significance

selected from the most economically and educationally deprived families. If one can assume, then, that these pupils began with a handicap more marked than other area children, the significant differences between the ESAP and non-ESAP in the 1968-69 Kindergarten and the 1969-70 Grade One strongly defend the long-term advantages of the ESAP. It is interesting to note, the results of "new" pupils who appeared in ESAP schools in the 1969-70 Grade One, but who were not in ESAP schools in the 1968-69 Kindergarten. These "new" Grade One pupils had significantly lower PMA means at the 0.01 level than either Grade One ESAP pupils or Grade One non-ESAP pupils. (See Table 18.) These marked differences may

be due to a variety of causes, such as non-attendance at kindergarten or immigration from without the city. They merit careful attention as they may point to the emergence of new areas of deprivation.

TABLE 18

COMPARISON OF THE SIGNIFICANCE OF DIFFERENCES BETWEEN UNCORRELATED PMA MEANS FOR "NEW" 1969-70 GRADE ONE PUPILS WITH GRADE ONE ESAP AND GRADE ONE NON-ESAP PUPILS FOR THE SAME YEAR

		PRIMARY MENTAL ABILITIES TEST (K-1)-SUBTESTS							
		Verbal Meaning		Perceptual Speed		Number Facility		Spatial Relations	
		"NEW"	ESAP	"NEW"	ESAP	"NEW"	ESAP	"NEW"	ESAP
GRADE ONE 1969-70	N	326	465	326	465	326	465	326	465
	$\bar{X}$	33.98	38.41	18.97	21.60	17.63	20.12	14.71	17.11
	σ	7.88	6.03	6.24	4.74	5.82	4.75	5.56	4.18
	σ_m	0.4371	0.2799	0.3461	0.2200	0.3228	0.2205	0.3084	0.1940
	σ_{dm}	0.52		0.41		0.39		0.36	
	$\frac{}{z}$		8.54**		6.41**		6.37**		6.59**
		"NEW"	NON-ESAP	"NEW"	NON-ESAP	"NEW"	NON-ESAP	"NEW"	NON-ESAP
GRADE ONE 1969-70	N	326	1100	326	1100	326	1100	326	1100
	$\bar{X}$	33.98	36.46	18.97	20.64	17.63	18.86	14.71	16.48
	σ	7.88	6.99	6.24	5.22	5.82	5.23	5.56	4.58
	σ_m	0.4371	0.2108	0.3461	0.1574	0.3228	0.1577	0.3084	0.1381
	σ_{dm}	0.49		0.38		0.36		0.34	
	$\frac{}{z}$		5.11**		4.39**		3.43**		5.24**

**significant at the 0.01 level

Key: N = total number of pupils
$\bar{X}$ = mean
σ = standard deviation
σ_m = standard error of the mean
σ_{dm} = standard error of difference of uncorrelated means
$\frac{}{z}$ = ratio for a difference between means to test significance significance

Longitudinal Study--Wave Two, 1968-70. Wave Two of the longitudinal studies consisted of pupils with a full year of the ESAP in 1968-69 and a BCPS kindergarten experience in 1969-70. Again these ESAP pupils will be compared with 1969-70 kindergarten pupils who did not have a full year of the ESAP. Table 19 shows that the ESAP pupils had significantly higher means than the non-ESAP pupils on all the PMA subtests adminis-

tered citywide in May 1970. The means of 16.72 (CMM) and 19.65 (VM) for the 485 ESAP pupils who were followed in the longitudinal Wave Two were compared with the statistically computed means[1] of 16.79 (CMM) and 19.35 (VM) for the 326 ESAP pupils who were not in the longitudinal sample Wave Two. Since these means were nearly the same and there seemed to be no bias for either group, further calculations were not done for that phase.

TABLE 19

LONGITUDINAL STUDY--WAVE TWO, 1968-70[a]

Significance of Difference Between Uncorrelated Means for the Subtests of the Primary Mental Abilities Test Administered to ESAP and Non-ESAP Pupils

		PRIMARY MENTAL ABILITIES TEST (K-1)-SUBTESTS							
		Verbal Meaning		Perceptual Speed		Number Facility		Spatial Relations	
		ESAP	Non-ESAP	ESAP	Non-ESAP	ESAP	Non-ESAP	ESAP	Non-ESAP
	N	485	1201	485	1201	485	1201	485	1201
Kindergarten	$\bar{X}$	33.02	32.01	14.91	13.67	13.95	13.26	12.15	11.37
	σ	7.64	7.43	5.72	6.14	6.55	6.37	5.06	5.31
May 1970[b]	σ_m	0.3472	0.2144	0.2600	0.1772	0.2977	0.1838	0.2300	0.1532
	σ_{dm}	0.41		0.31		0.35		0.28	
	z	2.48**		3.94**		1.97*		2.82**	

[a] Wave Two includes ESAP pupils who received the ESAP in 1968-69 and kindergarten in 1969-70. The pupils are compared with non-ESAP pupils from the same schools who had a kindergarten experience in 1969-70.

[b] Citywide PMA testing in which 20 ESAP schools were tested.

** - significant at the 0.01 level

* - significant at the 0.05 level

Key: N - total number of pupils
$\bar{X}$ - mean
σ - standard deviation
σ_m - standard error of the mean
σ_{dm} - standard error of difference of uncorrelated means
z - ratio for a difference between means to test significance

[1] Means were available for the total ESAP population and the ESAP group in Wave Two. For the ESAP group who left ESAP schools for kindergarten, the means were computed by $M_2 = \frac{MU\,(N_1 + N_2) - N_1 M_1}{N_2}$.

1969-70 Regression Analysis Replication. The 1967-68 ESAP evaluation[1] presented a regression analysis of post-VM scores on pre-VM scores. In replicating this statistical technique, Figure 4 shows

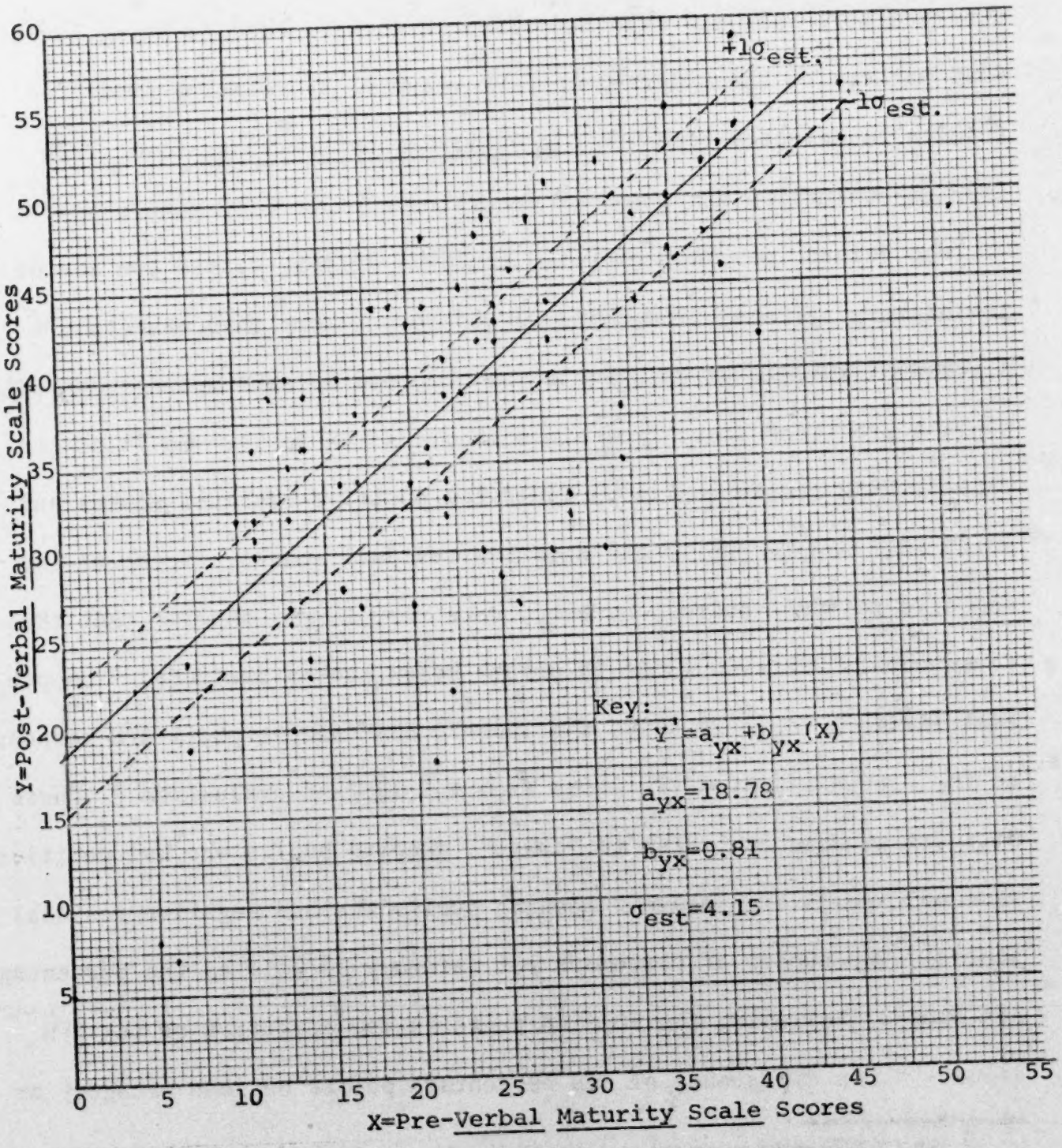

FIGURE 4

REGRESSION OF 1969-70 ESAP POST-VM SCORES ON PRE-VM SCORES

[1] Evaluation of ESEA Title I Projects for FY 1968, Early School Admissions 1967-68 and Early School Admissions, Summer 1968, Science Research Associates, October 31, 1968, pp. 91-96.

the scatter plot of pre-VM and post-VM scores, the regression line and the lines for one standard error of estimate. Contrary to the earlier findings, the 1969-70 ESAP sample pupils, percentagewise, generally achieved more than was expected although there seemed to be no particular pattern to the mid-range pre-VM group.[1] By relating predicted results to selected items on the Pupil Personal History forms, the 1967-68 evaluation attempted to determine whether ESAP sample pupils "...who gained less than expected could be differentiated (on any of the history...items) from children who gained more than expected."[2] A residual 1969-70 VM gain score was computed by subtracting each ESAP pupil's predicted score from his actual post-VM score. 56.7% of the 1969-70 ESAP sample pupils demonstrated positive residual scores and 43.2% ESAP sample pupils had negative residual scores. Seven of the negative residual scores, however, were very large, showing that these seven pupils achieved 13 to 18 points below scores predicted from pre-test levels. Table 20 shows the 1969-70 ESAP sample pupil PPH responses to the eleven selected PPH items from the 1967-68 evaluation.[3] These data are grouped according to "above", meaning pupils who had positive residual scores and "below", meaning pupils who had negative residual scores. The number of responses per category as well as the percentages are shown. Following the 1967-68 criteria for selection of the PPH items,--"...a difference of ten percentage points on some category or

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[1] The 1967-68 study indicated that the pupils who scored on the pre-VM in the mid-range did better on the post-test, on the average, than expected.

[2] Evaluation of ESEA Title I Projects for FY 1968, Early School Admissions 1967-68 and Early School Admissions, Summer 1968, Science Research Associates, October 31, 1968, p. 91.

[3] Ibid. pp. 93-96.

TABLE 20

COMPARISON OF ABOVE AND BELOW REGRESSION LINE GROUPS(FROM 1969-70 ESAP RANDOM SAMPLE)ON SELECTED PUPIL PERSONAL HISTORY ITEMS

PUPIL PERSONAL HISTORY QUESTIONS	Above		Below	
	N	%	N	%
17. MARITAL STATUS OF MOTHER:				
Married	26	53.1	13	35.1
Widowed	0	0	0	0
Single	12	24.5	9	24.3
Separated	8	16.3	13	35.1
Divorced	2	4.1	1	2.7
No Response	1	2.0	1	2.7
18. MOTHER'S OCCUPATION:				
Housewife	26	53.1	20	54.1
Employed-occupation unknown	2	4.1	0	0
Currently unemployed	5	10.2	2	5.4
Skilled	5	10.2	7	18.9
Unskilled	7	14.3	5	13.5
No Response	4	8.2	3	8.1
19. HIGHEST GRADE COMPLETED BY MOTHER:				
Grade 04	1	2.0	0	0
Grade 06	1	2.0	0	0
Grade 07	1	2.0	0	0
Grade 08	1	2.0	8	21.6
Grade 09	7	14.3	6	16.2
Grade 10	10	20.4	5	13.5
Grade 11	8	16.3	10	27.0
Grade 12	16	32.7	6	16.2
Grade 13	2	4.1	0	0
Grade 14	1	2.0	0	0
No Response	1	2.0	2	5.4
20. WHO IS THE MAIN SUPPORT OF THE FAMILY?				
Mother, Stepmother, Foster Mother	9	18.4	11	29.7
Father, Stepfather, Foster Father	24	49.0	8	21.6
Both Parents	3	6.1	1	2.7
DPW - Relief, Public Assistance, etc.	10	20.4	15	40.5
Social Security or Pension	1	2.0	0	0
Relative or Guardian(s)	0	0	0	0
Probation Money	1	2.0	0	0
Other	1	2.0	1	2.7
No Response	0	0	1	2.7
24. WHAT IS RELATIONSHIP OF MALE HEAD-OF-HOUSEHOLD TO CHILD?				
None or Not Applicable	14	28.6	9	24.3
Natural Father	24	49.0	12	32.4
Stepfather	2	4.1	0	0
Grandfather	4	8.2	0	0
Uncle	0	0	2	5.4
Boarder	0	0	0	0
Foster Father or Adopted Father	0	0	0	0
Guardian	0	0	0	0
Other	0	0	2	5.4
No Response	5	10.2	12	32.4
*36. ADULT MALES LIVING IN THE HOUSEHOLD OF THIS CHILD:				
None	16	31.4	21	55.3
Natural Father	25	49.0	9	23.1
Stepfather	1	2.0	1	2.6
Grandfather	4	7.8	0	0
Uncle	3	5.9	4	10.5
Male Cousin	1	2.0	0	0
Male Boarder	0	0	0	0
Guardian	0	0	0	0
Other	1	2.0	2	5.3
No Response	0	0	1	2.6

TABLE 20 (continued)

PUPIL PERSONAL HISTORY QUESTIONS	Above		Below	
	N	%	N	%
*43. WHAT DOES THIS CHILD LIKE TO DO IN HIS FREE TIME?				
No Preference	3	1.8	0	0
Play with Toys	29	17.6	27	20.3
Watch TV	23	13.9	16	12.0
Play with Other Children	30	18.2	22	16.5
Look at Books	24	14.5	21	15.8
Draw, Paint	20	12.1	15	11.3
Sing	18	10.0	14	10.5
Dance	16	9.7	15	11.3
Other	2	1.2	3	2.3
*44. WITH WHOM DOES THIS CHILD USUALLY PLAY?				
Neighborhood Children	39	30.0	26	28.3
Brother(s)	25	19.2	25	27.2
Sister(s)	27	20.8	21	22.8
Mother	14	10.8	10	10.9
Father	9	6.9	3	3.3
Cousin(s)	7	5.4	4	4.3
No One	0	0	0	0
Other Relative	7	5.4	2	2.2
Other	2	1.5	1	1.1
45. HOW LONG HAS FAMILY LIVED AT PRESENT ADDRESS?				
One Year or Less	17	34.7	13	35.1
2 Years	6	12.2	3	8.1
3 Years	5	10.2	9	24.3
4 Years	10	20.4	3	8.1
5 Years or More	11	22.4	9	24.3
59. IS THERE A TELEVISION SET IN THE HOME?[1]				
Yes	47	95.9	35	94.6
No	1	2.0	1	2.7
No Response	1	2.0	1	2.7
*60. WHAT DOES THIS CHILD ENJOY MOST ON T.V.?[1]				
Not Applicable	0	0	0	0
Unknown	0	0	0	0
Cartoons	44	40.4	29	42.6
Children's Shows	31	28.4	16	23.5
Westerns	12	11.0	10	14.7
Quiz Shows	4	3.7	2	2.9
Educational TV	8	7.3	2	2.9
No Preference	1	0.9	4	5.9
Other	9	8.2	5	7.4
64. DOES THIS CHILD WET BED?[2]				
Yes	7	14.3	4	10.8
No	40	81.6	28	75.7
No Response	2	4.1	5	13.5
65. DOES THIS CHILD WET CLOTHES?[2]				
Yes	3	6.1	1	2.7
No	45	91.8	31	83.8
No Response	1	2.0	5	13.5

* These questions included multiple response answers

Source: 1969-70 Pupil Personal History forms, Bureau of Instructional Research

[1] In 1967-68, these two questions appeared as parts of one question.

[2] In 1967-68, these two questions appeared as parts of one question.

some combination of categories within an item..."[1] the factors which differentiated in favor of the "above" group in 1969-70 included: 1) the marital status of the mother was married, 2) the highest grade completed by the mother was grade 12, 3) the natural father was the main support of the family and lived at home, 4) the family lived at their present address four years. The 1967-68 "above" differentiating data included the facts that the mother did not work outside the home, had completed ten or more years of schooling and was separated or divorced. The presence in the house of the natural father tended to differentiate postively if he paid attention to the child.[2] While this technique may not have been statistically sophisticated, the 1969-70 data suggest that the earlier results were not able to be replicated in terms of defining PPH items which might have predictive values in relation to pupil achievement.

1969-70 Health Component--Medical. The first objective, mentioned on page 34, relates to focusing attention on complete ESAP health needs. These health services were coordinated by Dr. John Saratsiotis, Director, Bureau of School Hygiene, Baltimore City Health Department. In 1969-70, 97.5% of the ESAP pupils received health examinations. Table 21 presents mean height, weight, and microhematocrit figures by school. The 1969-70 total N, mean and standard deviation for all schools is noted in Table 22, p. 66. In addition, similar statistics are presented for the years 1963-66 and 1968-69. It is interesting that these statistics seem to have remained relatively stable over the years, although

[1] Evaluation of ESEA Title I Project for FY 1968, op. cit., p. 93.
[2] Ibid. p. 96.

TABLE 21

1969-70 ESAP HEALTH EXAMINATION RESULTS BY SCHOOL
FOR THE HEIGHT, WEIGHT AND MICROHEMATOCRIT CATEGORIES

SCHOOL NUMBER	HEIGHT			WEIGHT			MICROHEMATOCRIT		
	N	$\bar{X}$	σ	N	$\bar{X}$	σ	N	$\bar{X}$	σ
2A	39	41.19	2.55	39	36.88	4.38	40	36.75	2.92
4	78	40.54	4.24	78	40.14	6.33	71	35.99	2.20
8	30	39.58	2.35	30	36.42	4.48	28	36.32	2.42
10	38	40.56	1.98	38	37.77	6.44	33	36.71	3.52
11	39	41.10	2.20	39	37.94	5.55	34	34.63	3.02
19	74	41.07	2.12	74	37.74	5.01	73	35.71	2.10
22	36	40.55	1.67	36	36.58	5.25	36	36.74	1.94
26	38	41.52	1.82	38	38.10	6.41	39	33.33	3.60
27A	39	41.50	2.33	39	38.74	5.14	31	35.31	3.18
32	25	40.76	1.73	25	37.13	5.13	25	35.62	2.80
66	26	41.32	2.05	26	39.12	5.80	23	35.17	3.10
86	41	41.56	1.96	41	39.69	8.12	41	35.22	3.47
95	55	41.70	1.81	56	39.08	4.87	58	35.16	3.80
109A	27	41.41	1.70	27	38.63	4.34	27	34.40	3.31
112	38	41.83	2.03	38	38.99	5.89	31	33.56	3.74
122	30	41.26	3.07	30	39.22	4.43	27	37.20	2.83
139	38	40.87	2.12	38	37.69	5.02	37	33.90	2.65
159	40	40.95	1.74	40	37.03	4.45	38	35.03	3.44
225	37	40.99	1.61	37	38.22	4.62	33	35.50	2.68
238	30	40.17	1.95	30	36.80	4.56	24	33.46	3.74
240	37	40.18	2.68	38	36.11	4.67	36	35.74	2.61
243	28	41.21	1.89	28	38.02	4.06	25	36.92	2.81

Source: Health Examination forms, 1969-70, Bureau of Instructional Research

Key: N = total number of pupils
$\bar{X}$ = mean
σ = standard deviation

the earliest groups appear to be somewhat smaller. This may be because they were examined earlier in the year.

TABLE 22

SUMMARY STATISTICS OF SELECTED HEALTH EXAMINATION DATA
FOR THE 1969-70, 1968-69 AND THE 1963-66 ESAP

		1969-70*	1968-69**	1963-66***
HEIGHT	N	863	825	773
	$\overline{X}$	41.00	41.22	40.22
	σ	2.40	1.73	2.13
WEIGHT	N	865	823	774
	$\overline{X}$	38.12	38.18	35.49
	σ	5.44	5.51	4.68
MICROHEMATOCRIT	N	810	745	768
	$\overline{X}$	35.40	35.31	35.97
	σ	3.19	3.54	3.22
HEAD CIRCUMFERENCE	N	861	801	773
	$\overline{X}$	50.43	50.50	49.63
	σ	1.58	1.60	2.14

*Health Examination forms, 1969-70, Bureau of Instructional Research
**Health Examination forms, 1968-69, Bureau of Instructional Research
***Oscar C. Stine, M.D., John B. Saratsiotis, M.D., and Orlando F. Furno, PhD., "Appraising the Health of Culturally Deprived Children", The American Journal of Clinical Nutrition, Vol. 20, No. 10, October, 1967, p. 1088.

Baltimore City Health Department records document that 799 ESAP pupils were screened for hearing problems through an Audiometric Pure Tone Sweep Test. Of this number, 57 pupils were referred to specialty clinics due to some form of hearing impairment. Out of 685 ESAP pupils screened for Visual Acuity with Snellen "E" Chart, 32 pupils were referred to specialty clinics for vision problems. Table 23 p. 67 represents the Baltimore City Health Department statistics for medical referrals involving the follow-up and correction of defects of 1969-70 ESAP pupils.

TABLE 23

MEDICAL REFERRAL FOR FOLLOW-UP AND CORRECTION OF DEFECTS OF 1969-70 ESAP PUPILS

Type of Medical Referrals	Number of Referrals	Number Corrected	Number Under Treatment	Number Lost To Follow-up (Appts. Not Kept)
Low Microhematocrit	29			
Ears, Nose, Throat	7			
Heart Murmurs	2			
Endocrine	1			
Skin	1			
Orthopedic	2			
Other Pathology	6			
TOTAL	48	18	17	13

Source: Medical Referrals for Follow-up and Correction of Defects, Bureau of School Hygiene, Baltimore City Health Department

From the ESAP Health Examination form questions number 23 and 24, Urine Test for Albumin and Sugar respectively, 18.2% of the 1969-70 ESAP pupils tested had positive results for albumin and 12.6% of the ESAP pupils tested showed positive results for sugar. There were 13 pupils out of 824 ESAP pupils tested with the Tuberculin Skin Test who had positive results.[1]

As shown in Table 24, Provident Comprehensive Neighborhood Health

TABLE 24

SUMMARY OF ESAP PHYSICAL EXAMINATIONS FOR SCHOOL NUMBER 122

Session	Total # Scheduled	Date of Exam	# Children Examined	SCREENING			IMMUNIZATION		
				Tine	HCT	UA	Completed	Need Booster	Need Immunization status
A.M.	20	12/2/70	20	20	20	20	20	0	0
P.M.	20	12/2/70	20	20	20	20	11	7	2
TOTAL	40		40	40	40	40	31	7	2

Session	ABNORMAL FINDINGS				
	Medical	Dental Cavities	Laboratory		
			Tine	HCT	UA
A.M.	4	4	1	0	0
P.M.	4	4	0	0	0
TOTAL	8	8	1	0	0

Source: Summary of Early School Admissions Physical Examinations at P.S. #122, Soo Hwa Lee, M.D., M.P.H., Medical Deputy Director, Provident Comprehensive Neighborhood Health Center, December 29, 1970.

[1] Health Examination forms, 1969-70, Bureau of Instructional Research

Center, responsible for the health services at School #122 summarized its ESAP physical examinations.

1969-70 Health Component--Dental. Records from the Baltimore City Health Department, Bureau of Dental Care, indicated that 826 ESAP pupils were screened for dental defects during 1969-70. Of this number, 319 were found in need of reparative dental care. Subsequently 230 received the needed dental care in whole or in part. Seventy ESAP pupils in Schools 22 and #109A received dental screening from the University of Maryland Community Pediatric Center and the Comprehensive Care Project (609) for children and youth conducted by The Johns Hopkins Hospital. Records for these 70 ESAP pupils were not available to the Bureau of Dental Care. ESAP pupils enrolled in Schools #27A did not receive dental service. The City Hospitals' Children and Youth projects performed with outstanding effectiveness with 100% of the ESAP pupils screened at School #240. These pupils were followed up within limits imposed by enrollment fluctuation.[1]

1969-70 Healt' Component--Psychological.[2] Psychological referrals from eight ESAP schools for the 1969-70 ESAP pupils numbered eighteen. Under the guidance of Dr. Taghlia Modaressi, consulting Child Psychiatrist, both ESAP pupils with problems and their parents received psychiatric screening and/or services. Some cases were referred to appropriate services outside the BCPS and some cases were referred for additional follow-up services beyond the ESAP year. Problems ranged from the family and home to the teacher and school

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1 Records from the Baltimore City Health Department, Bureau of Dental Care, H. Berton McCauley, D.D.S., Director of Dental Care.

2 Early School Admissions Program Central Office records, Baltimore City Public Schools, 1969-70.

administration. Psychological services for other ESAP schools were handled by the Division of Special Services for Pupils, Baltimore City Public Schools.

Nutrition Services, 1969-70. The third ESAP goal listed on p. 34 involves providing "...for the nutritional needs of children..." During the 1969-70 ESAP, a total of $72,000 was spent for daily hot balanced lunches for all ESAP pupils.[1] The lunch costs were $0.70 per child. The nutritional services were planned and implemented by the Cafeteria Division of the Baltimore City Public Schools. Appendix F shows the ESAP cycle menus and their operational dates for the 1969-70 school year. Food was prepared in cafeterias within the schools and was delivered by a satellite delivery service to the ESAP classroom. Teachers and aides ate lunch with their ESAP pupils in order to provide an "...opportunity for learning experiences for children and parents concerning variety in food selection and preparation, desirable eating habits, relationship of diet to growth and appropriate topics for mealtime conversations."[2]

Speech Improvement Services. A part-time speech therapist[3] was available for selected 1969-70 ESAP schools "To concentrate on problems related to speech improvement and provide therapeutic and correctional measures in individual and group sessions."[4] The therapist provided services dealing with problems of articulation, delayed

1 Baltimore City Public Schools, Federal Programs Administration, Early Admissions, 15-70, FY-70, Final Revision 6/16/70, Appendix E.

2 "Application for Federal Assistance for the Education of Children from Low Income Families, Title I of Public Law 89-10, Project Title - Early School Admissions, Project 1969-70", Baltimore City Public Schools, June 30, 1969, p. 10.

3 See line 11a, FY ESAP budget entitled "Early Admissions, 15-70" Final Revision 6/16/70, Appendix E.

4 See p. 36 of this report.

language and voice. Table 25 shows the 1969-70 ESAP schools which received services from the part-time speech therapist, the kinds of defects identified, the severity of the identified defects and additional comments. ESAP pupils who were actively receiving speech therapy were listed as "active" and those who would receive such therapy as the schedule permitted were considered "waiting list". The major active cases dealt with articulation problems.

TABLE 25

1969-70 SPEECH IMPROVEMENT SERVICES FOR SELECTED ESAP SCHOOLS

School Number	ACTIVE			WAITING LIST		
	Defect	Severity	Comments	Defect	Severity	Comments
4	9 A 3 L 1 L-A	10 Sev. 2 Mod. Sev.	3 Follow-ups	19A	17 Mod. 2 Mod. Sev.	
10	8 A 1 A-V 1 L-A	6 Sev. 3 Mod. 1 Mod. Sev.		14A	14 Mod.	
27A	7 A	6 Sev. 1 Mod.		7A 1V	7 Mod.	
112	5 A 1 L-A	4 Sev. 1 Mod. 1 Mod. Sev.		10A 1A-L	10 Mod. 1 Mod. Sev.	4 Lisps

Key: Defects--
A - Articulation
L - Delayed Language
V - Voice

Severity--
Mild
Mod. - Moderate
Sev. - Severe

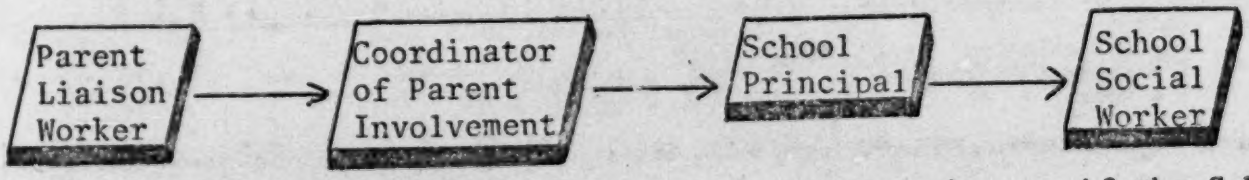
Source: Speech Services Record Form, BCPS, Division of Special Education--Speech Correction.

A copy of the speech services record form can be found in Appendix G. In addition to the four assigned schools for which this therapist was responsible, special speech screening was given to eight children in three schools. Six of these children were referred for further screening in grade one if their speech did not improve. Further testing was

not required in the case of one child and the other child was referred for special psychological testing.

Music Resource Teacher Services. In cooperation with the ESAP staff, a music resource teacher was available during the year 1969-70 for a two-fold purpose: that of enhancing the aesthetic appreciation of the ESAP pupil and that of helping the ESAP center staff unit learn techniques for follow-up and on-going music instruction which could be continued without the help of the music resource teacher. This service was available to the morning and afternoon classes in ten schools and to the morning class in an eleventh school. The scheduled times for the music resource teacher were dependent upon the needs of each ESAP center as determined by the Division of Music Education and the ESAP Program Administrator. Appendix H shows the 1969-70 Music Resource Teacher Schedule.

Social Worker Services. In some ESAP schools, a School Social Worker from the BCPS Special Services for Pupils, Division of Pupil Personnel Services was available. In this case, referrals were made according to the following diagram:



If the school did not have an assigned social worker or if the School Social Worker was overloaded with cases, the ESAP Coordinator of Parent Involvement referred ESAP cases to other cooperating agencies. Whenever possible, to insure greater coordination of effort, ESAP children were assigned to School Social Workers who had been dealing with other

members of their family. Appendix I contains a pilot social-work study at School #95 by a student from the University of Maryland, Division of Psychiatry. This study involved several mothers from School #95 whose youngest child was in the 1969-70 ESAP. These mothers met a total of fourteen times from December, 1969 to May, 1970. All but one parent member of this group, guided by the University of Maryland social worker, were able to participate as a staff substitute at School #95 at some time during the year.

Staff Project Evaluation Report. During the last in-service ESAP staff meeting of the year, the ESAP staff completed the Staff Project Evaluation Report, found in Appendix J. Table 26 shows the modal responses of the four Program Assistants, 27 Teachers, 52 Aides, and 18 Parent Liaison Workers for whom responses were available. In general, agreement seemed close, for all groups. Teachers felt that instructional area facilities, parent cooperation, parent involvement in the school program and food services effectiveness were rated "fair" while the other groups agreed on "good" or "very good". The question relating to speech improvement could not be evaluated by most groups, perhaps because of the limited number of schools where this service was available. Aides and PLW's, both of whom came from the school community, felt that the parent participation in community activities was good although the Teachers and the Program Assistants felt they were not able to evaluate this question. Resource services were not able to be evaluated generally except in

TABLE 26

1969-70 ESAP STAFF PROJECT EVALUATION REPORT--MODAL RESPONSES FOR ESAP STAFF

QUESTIONS	MODAL RESPONSES*			
	Program Assistants	Teachers	Aides	PLW
1. The general morale of teachers and teacher aides was:	Very Good	Very Good	Very Good	Very Good
2. The facilities (lighting, space, water, storage, lavatory, etc.) of the instructional area were:	Good	Fair	Good	Good
3. The availability of adequate supplies and equipment was:	Good	Good	Good	Good
4. The amount of materials available for work and play was:	Very Good	Good	Good	Very Good
5. The quality of the teaching supervision was:	Good	Good	Very Good	Good
6. The amount of inservice training for teacher and teacher aides was:	Very Good	Very Good	Very Good	Good
7. The availability of buses for field trips was:	Good	Good	Good	Good
8. Cooperation from the parents was:	Good	Fair	Good	Good
9. Involvement of parents with the school program was:	Good	Fair	Good	Good
10. To what extent were the following services effective in your project center?				
a. Medical and dental examinations:	Good	Very Good	Very Good	Good
b. Social worker services:	Can't evaluate	Can't evaluate	Can't evaluate	Can't evaluate
c. Educational testing services:	Good	Very Good	Good	Good
d. Speech improvement:	Very Good	Can't evaluate	Can't evaluate	Can't evaluate
e. Food services:	Good	Fair	Very Good	Good
11. Parent participation in community activities was:	Can't evaluate	Can't evaluate	Good	Good
12. How adequate was the amount of time set aside for the following resource services?				
a. Art:	Good	Can't evaluate	Can't evaluate	Can't evaluate
b. Music:	Good	Very Good	Very Good	Very Good
c. Physical Education:	Good	Can't evaluate	Can't evaluate	Can't evaluate
d. Library:	Good	Can't evaluate	Can't evaluate	Can't evaluate
13. How adequate were transportation arrangements, where needed, for children and parents?	Very Good	Good	Good	Good
14. Were there enough workers to carry out the goals of the program?	Good	Good	Very Good	Very Good
15. As a result of my experiences in the Early Admissions Program, I feel that, in general, children attending gained from the experience as follows:				
a. Getting along with other children and adults:	A Great Deal	A Great Deal	A Great Deal	A Great Deal
b. Developing self-confidence and self-control:	A Great Deal	A Great Deal	A Great Deal	A Great Deal
c. Learning healthful habits of work, play, rest and eating:	A Great Deal	A Great Deal	A Great Deal	A Great Deal
d. Growing in their knowledge and understanding of their environment:	A Great Deal	A Great Deal	A Great Deal	A Great Deal
e. Developing skills of oral communication:	A Great Deal	A Great Deal	A Great Deal	A Great Deal
f. Learning to follow directions:	A Great Deal	A Great Deal	A Great Deal	A Great Deal
g. Learning to share and to take turns:	A Great Deal	A Great Deal	A Great Deal	A Great Deal
h. Learning self-respect and respect for the rights of others:	A Great Deal	Somewhat	A Great Deal	A Great Deal
i. Growing in responsibility and independence:	A Great Deal	A Great Deal	A Great Deal	A Great Deal
j. Developing appropriate behavior, attitudes and values:	A Great Deal	A Great Deal	A Great Deal	A Great Deal
k. Developing an understanding of numbers:	A little	Somewhat	Somewhat	Somewhat
l. Developing an awareness of the environment:	Somewhat	A Great Deal	A Great Deal	A Great Deal

Source: 1969-70 Staff Project Evaluation Report, Bureau of Instructional Research
*Responses received from: 4 Program Assistants; 27 Teachers; 52 Aides; 18 Parent Liaison Workers

the case of music which all groups ranked "good" or better. All four groups gave a modal response of very good with respect to the general morale of teachers and teacher aides. In rating ESAP child experiences all groups showed agreement that ESAP pupils gained "a great deal" in developing skills of oral communication and in developing appropriate behavior, attitudes, and values. This was also true of most other responses to that question (#15). One notable exception was developing an understanding of numbers--modal responses for the four groups included three "somewhat" and one "a little".

RECOMMENDATIONS

On the basis of the apparent success of the Early School Admissions Program, making available for the disadvantaged four-year-old pupil a firm educational basis on which to build his future, the evaluator recommends that:

THE BCPS KINDERGARTEN AND GRADE ONE CURRICULAR PROGRAMS SHOULD FOLLOW THE ESAP SEQUENTIALLY.

The objective findings of this evaluation, particularly when comparisons were possible such as in the two longitudinal studies, suggest that the ESAP goals of individualizing instruction and emphasizing basic skills are yielding measurable effects favoring ESAP pupils in the primary grades. Modifications, of the present BCPS Kindergarten and Grade One programs so that they would sequentially follow the ESAP, might afford even more benefits to the education of the young inner-city pupil.

THE ESAP SHOULD BE EXPANDED TO REACH ALL DISADVANTAGED PUPILS IN BALTIMORE CITY.

Supporting data for the ESAP years to date have shown that Kindergarten and Grade One pupils perform at a significantly higher level than non-ESAP pupils in the same schools on standardized test measures. It is recommended that the ESAP be expanded to include all disadvantaged four-year-olds in Baltimore City to help overcome the cumulative learning deficit found in the elementary grades among the disadvantaged BCPS population.

A COORDINATOR OF HEALTH SERVICES SHOULD BE APPOINTED TO THE ESAP.

The data supporting the Health Services presented in this evaluation show that most ESAP pupils received some Health Services. Unfortunately, many records were incomplete--either because the child was not given the service or because of inadequate record keeping. A full-time coordinator of Health Services might help to reach all ESAP pupils and assure on-going record keeping. In addition, this position would afford better coordination for the follow-up coverage for every aspect of the Health Services.

PSYCHIATRIC SERVICES BY A QUALIFIED CHILD PSYCHIATRIST SHOULD BE MADE AVAILABLE TO ALL ESAP CENTERS.

During the 1969-70 school year, the Child Psychiatrist, working with the ESAP part-time, was able to work with pupils, their parents and the ESAP staff in only eight ESAP schools. Since these services were well received by everyone, they should be made available to all ESAP centers.

SPEECH IMPROVEMENT SERVICES SHOULD BE INCREASED TO A MINIMUM OF TWO FULL-TIME SPEECH THERAPISTS TO SERVICE TWENTY-TWO SCHOOLS.

This evaluation presents data on speech improvement services which indicate that only one-fifth of the ESAP centers received these services. In that number of centers, less than half of the ESAP pupils in need of speech therapy received it. The addition of one and one-half speech therapists to the ESAP would allow all ESAP centers to benefit from the services of a speech therapist.

REFERENCES

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APPENDIX A

Pre-Service and In-Service Training Activities

CHART 2

PRE-SERVICE TRAINING ACTIVITIES,[1] 1969-70 EARLY SCHOOL ADMISSIONS PROGRAM

DATE	CONTENT	CONSULTANT	ORGANIZATION
September 4, 1969 MORNING SESSION	Physical environment of the classroom Initial environment for children Changing classroom environment through adding and subtracting equipment and toys Lunch procedures Bulletin Board uses	Mrs. Catherine Brunner Mrs. Essie Coleman Mrs. Audrey Bell Mrs. Norma Cross Mrs. Joni Hayford Mrs. Marjorie Washington Mrs. Hinda Sokolow	Total group presentations
AFTERNOON SESSION	Emotional classroom environment and the interrelationships of the adults or the ESAP staff	Dr. Taghlia Modaressi	Total group presentation
September 5, 1969 MORNING SESSION	Using Pupil Personal History form to determine needs of children, initial and later ESAP record keeping	Mrs. Margaret Beaman Mrs. Mabel Grant Mrs. Vaughan McClure Mrs. Elaine Page	Small cluster groups
AFTERNOON SESSION	Using Pupil Personal History form from an instructional approach Parent participation	Mrs. Margaret Beaman Mrs. Mabel Grant Mrs. Vaughan McClure Mrs. Elaine Page	Small cluster groups
September 8, 1969 MORNING SESSION	Body Movements related to concept development	Mrs. Carolyn Tate Instructor of Dance Washington, D.C.	Total group presentation
AFTERNOON SESSION	Ways to incorporate techniques shown in the everyday instructional program	Mrs. Catherine Brunner	Total group presentation
September 9, 1969 MORNING SESSION	Scheduling with attendance techniques Self-concept or self-identity Relating to children as individuals Group activities--reasons for discussions Examples of Literature activities	ESAP teachers Mrs. Jeanne Fitts Mrs. Blanche Wright Mrs. Delores Washington Mrs. Janice Stump Mrs. Judith Davis	Total group presentations
AFTERNOON SESSION	Planning--filmstrip about teachers and aides, day to day, long distance	Mrs. Essie Dorsey	Total group presentation
September 10, 1969 MORNING SESSION	First day of school with few children Activitities for small groups Care of equipment and materials Getting to know school and neighborhood Prepare pupils for total school experience	Mrs. Catherine Brunner	Total group presentation
AFTERNOON SESSION	General information for 1969-70	Mrs. Catherine Brunner	Total group presentation

[1] Information on the 1969-70 pre-service training sessions from Mrs. Vaughan McClure, ESAP Program Assistant.

CHART 3

IN-SERVICE TRAINING ACTIVITIES, 1969-70 Early School Admissions Program

DATE	CONTENT	CONSULTANT	ORGANIZATION
October 3, 1969	Goals, Organization and Implementation Procedures of the Follow Through Program	Mrs. Elaine Nolan, Follow Through Administrator Mrs. Beatrice Nichols Miss Betty Jackson Follow Through Teachers	Total group presentation Small group discussions - Implications for Early School Admissions
October 17, 1969	Maryland State Teachers Association Meetings		ESAP staff to attend meetings by individual choice
November 7, 1969	Neurological Testing of Early Admissions Children	Dr. Jean McCaffrey, University of Maryland Community Pediatric Center Dr. Mark Ozier National Institute of Mental Health	Total group presentation Total group discussions - Implications for curriculum planning and individualizing instruction
November 21, 1969 December 5, 1969 December 19, 1969	To define performance goals and learning experiences designed to achieve those goals in relation to Auditory and Visual discrimination	(These activities were an outgrowth of the November 7th meeting.)	Teachers, Aides and Parent Liaison Workers met in cluster groups under the leadership of their respective Program Assistants
January 2, 1970	Analysis of Test Performance-1969 Early Admissions Pupil Population	Dr. M. Adele Mitzel, Division of Individual Testing Baltimore City Public Schools	Total group presentation Small Group Discussions - Identification of curriculum needs based upon analysis of test results.
January 16, 1970	Concept Development-- Meaning and Practical Applications (Applications related to analysis of test results)	Margaret Beaman Mabel Grant Vaughan McClure Program Assistants, Early Admissions Audrey Bell Essie Coleman Marjorie Washington Teachers, Early Admissions	Total group presentation Rotating small groups - application
February 6, 1970	Language Development of Young Children Roles of Parents, Teachers and Aides in Guiding Speech Development	Sheila Applestein Speech Therapist, Early Admissions Program	Total group presentation Small cluster group discussions led by Program Assistants

CHART 3 (continued)

DATE	CONTENT	CONSULTANT	ORGANIZATION
February 20, 1970	Motor Perceptual Skill Development: the Role of Physical Education	Miss Ruth Cinsky Specialist in Physical Education Baltimore City Public Schools	Total group presentation Small groups - Working with materials to define application of theory
March 6, 1970	Distar Language Program Overview Demonstration with children Reaction to the program from parents	Margaret Beaman, Program Assistant, Early Admissions Grace Burkett Teacher, Early Admissions Catherine Brown Coretha Knight Aides, Early Admissions Early Admissions Children and Parents, School #109-A	Total group presentation Small groups - Demonstrations Reactions
March 20, 1970	Strengths of Distar Language Program and Implications for Adult Roles in Interacting with Early Admissions Program		Staff in cluster groups for discussion under Program Assistant leadership
April 17, 1970	Relationships between Concept Development and Instructional Materials	Jeanne Quill, Childhood Resources	Total group presentation Small groups - Exploring possibilities for learning in relation to a variety of materials
May 1, 1970 May 15, 1970 June 5, 1970	Workshops in Art, Music and Physical Education for Young Children		Staff was divided into three groups. Each group spent an entire session in one workshop.
June 2, 1970	Evaluation of Program Components - 1969-1970 Recommendations for Action 1970-71 from staff committees		

Source: Summary of Inservice Activities, Early School Admissions Program, School Year 1969-70

APPENDIX B

Teacher Background Summary form

Early School Admissions Program
Early Childhood Program
ESEA W 12

Baltimore City Public Schools
Division of Research and Development

CARD NUMBER: [0][1] (1 2)

TEACHER BACKGROUND SUMMARY

1. SOCIAL SECURITY NUMBER: [ ][ ][ ] [ ][ ] [ ][ ][ ][ ] (3 – 11)

2. SCHOOL ASSIGNMENT (Record #2 as [0][0][2], #20 as [0][2][0], etc.): [ ][ ][ ] (12 – 14)

3. NAME (Last, First): (15 – 34)

4. UNDERGRADUATE BACKGROUND:

For office use only.	A	For office use only.	B	For office use only.	C
(35 36)	College or University	(46 47)	College or University	(57 58)	College or University
(37 40)	Years Attended	(48 51)	Years Attended	(59 62)	Years Attended
(41)	Degree Received	(52)	Degree Received	(63)	Degree Received
(42 43)	Major Field	(53 54)	Major Field	(64 65)	Major Field
(44 45)	Minor Field	(55 56)	Minor Field	(66 67)	Minor Field

IDENTIFICATION [E][S][E][A] [W][ ] [1][2] (73 – 80)

(This is the end of Card "01")

Begin Card "02"

CARD NUMBER: 0 2 (1 2)

Duplicate Card Columns 3-14

5. GRADUATE BACKGROUND:

For office use only.		For office use only.		For office use only.	
15 16	College or University	26 27	College or University	37 38	College or University
17 20	Years Attended	28 31	Years Attended	39 42	Years Attended
21	Degree Received	32	Degree Received	43	Degree Received
22 23	Major Field	33 34	Major Field	44 45	Major Field
24 25	Minor Field	35 36	Minor Field	46 47	Minor Field

IDENTIFICATION E S E A W (73) 1 2 (80)

(This is the end of Card "02")

Begin Card "03"

CARD NUMBER: 0 3 (1 2)

Duplicate Card Columns 3-14

6. TEACHING ASSIGNMENTS:

	School		Year(s)		Grade
A.	_____	15 17	18	21	22 23
B.	_____	24 26	27	30	31 32
C.	_____	33 35	36	39	40 41
D.	_____	42 44	45	48	49 50
E.	_____	51 53	54	57	58 59
F.	_____	60 62	63	66	67 68

(This is the end of Card "03")

IDENTIFICATION E S E A W 1 2

(This is the end of Card "03")

APPENDIX C

Health Examination form

Baltimore City Public Schools
Division of Research and Development
ESEA - Early Admissions
USOE - Follow Through

HEALTH EXAMINATION

87.

CARD NUMBER: [0][1] (1 2)

1. PUPIL NUMBER: (3 – 11)

2. SCHOOL NUMBER (Record #2 as [0][0][2], #20 as [0][2][0], etc.): (12 – 14)

3. PUPIL NAME (Last, First, Middle):

4. DATE OF BIRTH: Month (15 16) Day (17 18) Year (19 20)

5. RACE AND SEX: (21)
1 ☐ Negro Female
2 ☐ Negro Male
3 ☐ Other Female
4 ☐ Other Male
5 ☐ White Female
6 ☐ White Male

6. PROGRAM FOR WHICH CHILD ENROLLED: (22)
1 ☐ Early School Admissions
2 ☐ Early Childhood Kindergarten
3 ☐ Follow Through Kindergarten
4 ☐ Follow Through Grade 1
5 ☐ Follow Through Grade 2

7a. AUDIOMETRIC EXAMINATION DATE: Month (23 24) Day (25 26) Year (27 28)

7b. EXAMINED BY: _____

8. CHILD NOT PRESENT FOR AUDIOMETRIC EXAMINATION: ☐ (29)

9. AUDIOMETRIC PURE TONE SWEEP TEST: (30-31)
A. Right Ear: 1 ☐ Passed Test; 2 ☐ Failed Test
B. Left Ear: 1 ☐ Passed Test; 2 ☐ Failed Test

10a. VISUAL ACUITY EXAMINATION DATE: Month (32 33) Day (34 35) Year (36 37)

10b. EXAMINED BY: _____

11. CHILD NOT PRESENT FOR VISUAL ACUITY EXAMINATION: ☐ (38)

12. VISUAL ACUITY TEST, with Snellen "E" Chart (Record 20/20 vision as 20/[0][2][0], 20/100 as 20/[1][0][0]):
A. Right Eye 20/ (39 – 41)
B. Left Eye 20/ (42 – 44)

13a. MICROHEMATOCRIT EXAMINATION DATE: Month (45 46) Day (47 48) Year (49 50)

13b. EXAMINED BY: _____

14. CHILD NOT PRESENT FOR MICROHEMATOCRIT: ☐ (51)

15. MICROHEMATOCRIT (Record to nearest tenth percent): (52 – 55)

16a. TUBERCULIN SKIN TEST EXAMINATION DATE: Month (56 57) Day (58 59) Year (60 61)

16b. EXAMINED BY: _____

17. CHILD NOT PRESENT FOR TUBERCULIN SKIN TEST: ☐ (62)

18. TUBERCULIN SKIN TEST (Record in mm.):
A. Tine (63 64) mm.
B. Mantoux (65 66) mm.

IDENTIFICATION (For office use only.) (73) [W] (78 79) [0][4] (80)

(This is the end of Card 01)

(Begin Card 02)

CARD NUMBER: [0][2] (1 2)

(Duplicate Card 01 Columns 3 through 14)

19a. MEDICAL EXAMINATION DATE: Month (15 16) Day (17 18) Year (19 20)

19b. EXAMINED BY: _____

20. CHILD NOT PRESENT FOR MEDICAL EXAMINATION: ☐ (21)

21. HEIGHT (Record in inches to the nearest 1/4 inch; Record 1/4" as .2, 1/2" as .5, 3/4" as .7): (22 – 25)

22. WEIGHT (Record in pounds to the nearest 1/4 pound; Record 4 oz. as .2, 8 oz. as .5, 12 oz. as .7): (26 – 29)

23. URINE TEST FOR ALBUMIN: (30)
Positive 1 ☐
Negative 2 ☐

24. URINE TEST FOR SUGAR: (31)
Positive 1 ☐
Negative 2 ☐

25. HEAD CIRCUMFERENCE (Record in centimeters to nearest o.1 cm.): (32 – 35)

26. ABNORMALITIES (Check appropriate box; if "YES" then fill in description):

A.	(36) Skin:	Yes ☐ 1	No ☐ 2
B.	(37) Eye:	Yes ☐ 1	No ☐ 2
C.	(38) Ear:	Yes ☐ 1	No ☐ 2
D.	(39) Nose:	Yes ☐ 1	No ☐ 2
E.	(40) Mouth:	Yes ☐ 1	No ☐ 2
F.	(41) Musculo-skeletal System:	Yes ☐ 1	No ☐ 2
G.	(42) Respiratory System:	Yes ☐ 1	No ☐ 2
H.	(43) Circulatory System:	Yes ☐ 1	No ☐ 2
I.	(44) Genitourinary System:	Yes ☐ 1	No ☐ 2
J.	(45) Hematopoietic System:	Yes ☐ 1	No ☐ 2
K.	(46) Nervous System:	Yes ☐ 1	No ☐ 2
L.	(47) Other:	Yes ☐ 1	No ☐ 2

IDENTIFICATION (For office use only.) (73) [W] (78 79) [0][4] (80)

100

APPENDIX D

Pupil Personal History form

Baltimore City Public Schools
Division of Research and Development
ESEA - Early School Admissions Program
USOE - Follow Through Program

89.

PUPIL PERSONAL HISTORY

CARD NUMBER: 0 1 (1 2)

1. PUPIL NUMBER (Use automated number): (3 – 11)

2. SCHOOL NUMBER (Record =2 as 0 0 2, =20 as 0 2 0, etc.): (12 – 14)

3. PUPIL NAME (Last, First, Middle - Skip one space between each name.): (15 – 34)

4a. PUPIL ADDRESS (Include apt. no., zip.):

4b. TELEPHONE NO.:

5. CENSUS TRACT (Do not fill in.): (35 – 38)

6. RACE AND SEX: (39)
- 1 ☐ Negro Female
- 2 ☐ Negro Male
- 3 ☐ Other Female
- 4 ☐ Other Male
- 5 ☐ White Female
- 6 ☐ White Male

7. DATE OF INTERVIEW (Use numbers): Month (40) Day Year (45) _____ Name of Interviewer

8. PROGRAM FOR WHICH PUPIL IS BEING INTERVIEWED: (46)
- 1 ☐ Early School Admissions Program
- 2 ☐ Early Childhood Kindergarten
- 3 ☐ Follow Through Kindergarten
- 4 ☐ Early Childhood Grade 1
- 5 ☐ Follow Through Grade 1

9. DATE OF BIRTH (Use numbers.): Month Day Year (47 – 52)

10. BIRTH CERTIFICATE NO. (If no number exists, state place of birth):

11. HAS THIS CHILD BEEN VACCINATED FOR SMALLPOX?
1 ☐ Yes 2 ☐ No If yes, give date_____

12. AGE IN YEARS AND MONTHS AS OF SEPTEMBER 1st—YEAR OF ENTRY INTO PROGRAM IN QUESTION =8 (Record 2 as 0 2, 11 as 1 1, etc.): Years (53) Months (56)

13. NAME OF MOTHER (Last, First): AGE

14. ADDRESS OF MOTHER:

15. NAME OF GUARDIAN (Last, First): AGE

16. ADDRESS OF GUARDIAN:

17. MARITAL STATUS OF MOTHER (Check one.): (57)
- 1 ☐ Married
- 2 ☐ Widowed
- 3 ☐ Single
- 4 ☐ Separated
- 5 ☐ Divorced

18. MOTHER'S OCCUPATION: For office use only. (58) _____ (Please, specify.)

19. HIGHEST GRADE COMPLETED BY MOTHER (Record grade 6 as 06, 1 year of college as grade 13, 2 years of college as grade 14, etc.): (59 – 60)

20. WHO IS THE MAIN SUPPORT OF THE FAMILY? (61)
- Mother, Stepmother, Foster Mother 1 ☐
- Father, Stepfather, Foster Father 3 ☐
- Both Parents 4 ☐
- DPW - Relief, Public Assistance, etc. 5 ☐
- Social Security or Pension 6 ☐
- Relative or Guardian(s) 7 ☐
- Probation Money 8 ☐
- Other_____ 2 ☐

21. NAME OF FATHER (Last, First): AGE

22. ADDRESS OF FATHER:

23. IS THERE A MALE HEAD-OF-HOUSEHOLD WHO LIVES IN SAME HOUSEHOLD AS CHILD? (62)
1 ☐ Yes
2 ☐ No

24. IF YES TO =23, WHAT IS RELATIONSHIP OF MALE HEAD-OF-HOUSEHOLD TO CHILD? (63)
- None or Not Applicable 0 ☐
- Natural Father 1 ☐
- Stepfather 2 ☐
- Grandfather 3 ☐
- Uncle 4 ☐
- Boarder 5 ☐
- Foster Father or Adopted Father 7 ☐
- Guardian 8 ☐
- Other_____ (Specify) 6 ☐

25. OCCUPATION OF MALE HEAD-OF-HOUSEHOLD: _____ (Please, specify) For office use only. (64)

26. HIGHEST GRADE COMPLETED BY FATHER (Record grade 6 as 06, 1 year of college as grade 13, 2 years of college as grade 14, etc.): (65 – 66)

27. YEARLY FAMILY INCOME: (67)
- Below $3,000 per year 1 ☐
- $3,000 to $5,000 per year 2 ☐
- Over $5,000 per year 3 ☐

28. WILL PARENTS PARTICIPATE IN PROGRAM? (If not, state reasons.) (68)
_____
_____
1 ☐ Yes
2 ☐ No

IDENTIFICATION: 102 (73 – 80)

(This is the end of CARD 01)

BEGIN CARD 02:

0 2 CARD NUMBER
1 2

DUPLICATE CARD 01 COLUMNS 3 THROUGH 14

PUPIL NUMBER: [ ][ ][ ] [ ][ ] [ ][ ][ ][ ]

29. BROTHERS (Include half, step, foster.):

NAME (Last, First)	AGE

30. SISTERS (Include half, step, foster.):

NAME (Last, First)	AGE

31. NUMBER OF BROTHERS LISTED IN #29. (Record 2 as 0 2, etc.): [ ][ ] 15 16

32. NUMBER OF SISTERS LISTED IN #30. (Record 2 as 0 2, etc.): [ ][ ] 17 18

33. TOTAL NUMBER OF BROTHERS AND SISTERS LISTED IN #31 AND 32. (Record 2 as 0 2, etc.): [ ][ ] 19 20

34. DO THESE CHILDREN LIVE IN THE SAME HOUSEHOLD WITH THIS CHILD?

A. Number Yes [ ][ ] 21 22

B. Number No [ ][ ] 23 24

35. ADULT FEMALES LIVING IN THE HOUSEHOLD OF THIS CHILD:

000 ☐ None
001 ☐ Natural Mother
002 ☐ Stepmother
004 ☐ Grandmother
008 ☐ Aunt
016 ☐ Female Cousin
032 ☐ Female Boarder
064 ☐ Guardian
128 ☐ Other _____

For office use only. [ ][ ] 25 27

36. ADULT MALES LIVING IN THE HOUSEHOLD OF THIS CHILD:

000 ☐ None
001 ☐ Natural Father
002 ☐ Stepfather
004 ☐ Grandfather
008 ☐ Uncle
016 ☐ Male Cousin
032 ☐ Male Boarder
064 ☐ Guardian
128 ☐ Other _____

For office use only. [ ][ ] 28 30

103

37. HAS THIS CHILD ATTENDED NURSERY SCHOOL? (31)
1 ☐ Yes
2 ☐ No

38. IF YES TO #37, WHERE DID CHILD ATTEND NURSERY SCHOOL?

39. HAS THIS CHILD ATTENDED A DAY CARE CENTER? (32)
1 ☐ Yes
2 ☐ No

40. IF YES TO #39, WHERE DID CHILD ATTEND DAY CARE CENTER?

41. WHERE WILL THIS CHILD ATTEND SCHOOL FOR THE NEXT SCHOOL YEAR? (33)

Nowhere 0 ☐
Kindergarden in a City Public School 1 ☐
Kindergarten in a Private School _____ (Specify.) 2 ☐
Kindergarten Elsewhere _____ (Specify.) 3 ☐
First/Second Grade in a City Public School 4 ☐
First/Second Grade in a Private School _____ (Specify.) 5 ☐
First/Second Grade Elsewhere _____ (Specify.) 6 ☐

42. IF YES TO #41, SCHOOL NUMBER:

For office use only. [ ][ ][ ] 34 36

43 WHAT DOES THIS CHILD LIKE TO DO BEST IN HIS FREE TIME?

000 ☐ No Preference
001 ☐ Play with Toys
002 ☐ Watch TV
004 ☐ Play with Other Children
008 ☐ Look at Books
016 ☐ Draw, Paint
032 ☐ Sing
064 ☐ Dance
128 ☐ Other _____ (Specify.)

For office use only. [ ][ ][ ] 37 39

44. WITH WHOM DOES THIS CHILD USUALLY PLAY?

001 ☐ Neighborhood Children
002 ☐ Brother(s)
004 ☐ Sister(s)
008 ☐ Mother
016 ☐ Father
032 ☐ Cousin(s)
064 ☐ No One
128 ☐ Other Relative: _____ (Specify.)
256 ☐ Other: _____ (Specify.)

For office use only [ ][ ][ ] 40 42

45. HOW LONG HAS FAMILY LIVED AT PRESENT ADDRESS? (43)

One Year or Less 1 ☐
2 Years 2 ☐
3 Years 3 ☐
4 Years 4 ☐
5 Years or More 5 ☐

46. IN WHAT TYPE OF DWELLING DOES THIS CHILD RESIDE? (44)

House 1 ☐
Apartment 2 ☐
Project 3 ☐
Other (Specify.) _____ 4 ☐

IDENTIFICATION [ ][ ][ ][ ] [ ][ ] [ ][ ] 73 80

(This is the end of CARD 02)

BEGIN CARD 03.

0 3 CARD NUMBER 91.
1 2

DUPLICATE CARD 01 COLUMNS 3 THROUGH 14

PUPIL NUMBER: [ ][ ][ ] [ ][ ] [ ][ ][ ][ ]

47. WHAT TYPES OF PLAY AREAS ARE IN OR NEAR THE CHILD'S HOME?

000 ☐ None
001 ☐ Basement
002 ☐ Yard
004 ☐ Street
008 ☐ Alley
016 ☐ Park
032 ☐ Tot Lot
064 ☐ Other _____ (Specify.)

For office use only. [ ][ ][ ] 15 17

48. HOW IS THE APPETITE OF THE CHILD? (18)

1 ☐ Good
2 ☐ Fair
3 ☐ Poor

49. IS THE CHILD ALLERGIC TO ANY FOOD? (19)

1 ☐ Yes
2 ☐ No

50. IF YES TO #49, WHAT FOODS?

_____ (Specify)

51. IS THIS CHILD RECEIVING MEDICAL TREATMENT? (20)

1 ☐ Yes
2 ☐ No

52. IF YES TO #51, REASONS WHY MEDICAL TREATMENT IS BEING RECEIVED?

_____ (Specify.)

53. IF YES TO #51, WHERE IS MEDICAL TREATMENT BEING OBTAINED?

_____ (Specify.)

54. WHAT KIND OF PRINTED MATERIALS ARE USUALLY IN THE HOME? (Check appropriate ones.):

000 ☐ None
001 ☐ Magazines
002 ☐ Books
004 ☐ Newspapers
008 ☐ Other _____ (Specify.)

For office use only. [ ][ ][ ] 21 23

55. DOES ANYONE EVER READ TO THIS CHILD AT HOME? (24)

1 ☐ Yes
2 ☐ No

56. IF YES TO #55, WHO DOES THE READING?

000 ☐ Not Applicable
001 ☐ Mother
002 ☐ Father
004 ☐ Older Siblings
008 ☐ Grandparents
016 ☐ Both Parents
032 ☐ Other Members of Family _____ (Specify)
064 ☐ Other _____ (Specify.)

For office use only. [ ][ ][ ] 25 27

57. WHAT TRIPS HAS THE CHILD TAKEN?

000 ☐ None
001 ☐ Unknown
002 ☐ Park
004 ☐ Beach
008 ☐ Amusement Park
016 ☐ Zoo
032 ☐ Other States (including D.C.)
064 ☐ Other Countries
128 ☐ Other _____ (Specify.)
256 ☐ Cultural Areas

For office use only. [ ][ ][ ] 28 30

58. HOW HAS HE TRAVELED?

000 ☐ Has Not Traveled
001 ☐ Car
002 ☐ Taxi
004 ☐ Bus
008 ☐ Train
016 ☐ Boat
032 ☐ Airplane
064 ☐ Truck
128 ☐ Other

For office use only. [ ][ ][ ] 31 33

59. IS THERE A TELEVISION SET IN THE HOME? (34)

1 ☐ Yes
2 ☐ No

60. WHAT DOES THIS CHILD ENJOY MOST ON TV?

000 ☐ Not Applicable
001 ☐ Unknown
002 ☐ Cartoons
004 ☐ Children's Shows
008 ☐ Westerns
016 ☐ Quiz Shows
032 ☐ Educational TV
064 ☐ No Preference
128 ☐ Other _____ (Specify.)

For office use only. [ ][ ][ ] 35 37

PERSONALITY FACTORS: DOES THIS CHILD

61. USE THE LAVATORY ALONE? (38)
1 ☐ Yes
2 ☐ No

62. DRESS HIMSELF? (39)
1 ☐ Yes
2 ☐ No

63. SUCK THUMB OR FINGERS? (40)
1 ☐ Yes
2 ☐ No

64. WET BED? (41)
1 ☐ Yes
2 ☐ No

65. WET CLOTHES? (42)
1 ☐ Yes
2 ☐ No

66. FEAR THE DARK? (43)
1 ☐ Yes
2 ☐ No

67. FIGHT EXCESSIVELY? (44)
1 ☐ Yes
2 ☐ No

68. POUT OR SULK EXCESSIVELY? (45)
1 ☐ Yes
2 ☐ No

69. HAVE FREQUENT TEMPER TANTRUMS? (46)
1 ☐ Yes
2 ☐ No

70. GET ALONG WELL WITH OTHER CHILDREN? (47)
1 ☐ Yes
2 ☐ No

71. IF NO TO #70, STATE REASONS?

_____
_____
_____

72. LIST CONTROL METHODS USED BY PARENTS FOR PROBLEMS IN QUESTIONS #61 THROUGH #70:

_____
_____
_____

73. ARE YOU RECEIVING ANY HELP WITH THESE PROBLEMS? (48)
1 ☐ Yes
2 ☐ No

If yes, where _____

74. ATTENDANCE INFORMATION:

For office use only.

Days Absent	Days Present	Days on Roll
[ ][ ][ ] 49 51	[ ][ ][ ] 52 54	[ ][ ][ ] 55 57

IDENTIFICATION: [ ][ ][ ][ ] 73 [ ][ ] [ ][ ] 80

APPENDIX E

FY ESAP Budget, "Early Admissions, 15-70 FINAL REVISION 6/16/70"

Prepared for Maryland State Department of Education

BALTIMORE CITY PUBLIC SCHOOLS
Federal Programs Administration

Early Admissions, 15-70
FY-70

FINAL REVISION 6/16/70

Code	Account	Line	Budget	Adjustments	Revised Budget
01.00	ADMINISTRATION				
01.01	Salaries and Wages				
01.01	Administrative Central Staff				
01.01	2 Accountants	1	10,026	+ 500	10,526
01.01	4 Secretaries	2	18,000	+ 500	18,500
01.01	Research Personnel	3	2,850	+ 261	3,111
01.01	Total Salaries and Wages		30,876	+ 1,261	32,137
01.02	Contracted Services				
01.02	Auto. Data Processing	3a	1,100	---	1,100
	Centralized Services (City of Baltimore Charges)	4	5,000	+ 600	5,600
01.02	Research Evaluation	5	65	---	65
	Printing and Duplicating	5a	510		510
01.02	Total Contracted Services		6,675	+ 600	7,275
	TOTAL ADMINISTRATION		37,551	+ 1,861	39,412
02.00	INSTRUCTION				
02.01	Salaries and Wages				
02.01	11 Teacher, Classroom	6	85,000	---	85,000
02.01	1 Teacher, Music Resource	6A	8,100	---	8,100
02.01	5 Teacher, Senior	7	62,350	---	62.350
02.01	26 Aides: Teacher	8	60,306	---	60,306
02.01	1 Coordinator, Asst.	9	5,225	---	5,225
02.01	1 Coordinator, Parent Liaison Wkrs	10	4,600	---	4,600
02.01	13 Parent Liaison Workers	11	54,220	- 4,000	50,220
	1 Speech Therapist	11a	3,120	---	3,120
02.01	Central Supportive Services				
02.01	1 Home Visitor	12	4,800	---	4,800
02.01	1 Laborer	13	3,582	---	3,582
02.01	Total Salaries and Wages		291,303	- 4,000	287,303
02.02	Contracted Services				
02.02	Test Data Processing	13a	1,100	---	1,100
02.02	Total Contracted Services		1,100	---	1,100
02.03	Supplies and Materials				
02.03	Educational Supplies	14	7,000	+ 400	7,400
02.03	Research Supplies	15	208	---	208
02.03	Total Supplies and Materials		7,208	+ 400	7,608

Early Admissions, 15-70

Code	Account	Line	Budget	Adjustments	Revised Budget
02.04	Other Costs				
02.04	Consultants, In-Service Curriculum Development	16	1,500	---	1,500
02.04	Cultural Enrichment	17	500	- 441	59
02.04	Total Other Costs		2,000	- 441	1,559
	TOTAL INSTRUCTION		301,611	- 4,041	297,570
04.00	HEALTH SERVICES				
04.01	1 Psychiatrist	17a	6,000	---	6,000
04.02	$35 per child	18	25,900	---	25,900
	Univ. of Md.	18a	5,970	---	5,970
	Total Health Services		37,870	---	37,870
05.00	TRANSPORTATION SERVICES				
05.02	Carfare (Parent Ad. Bd.)	19	250	- 150	100
05.02	Transportation	20	2,000	- 800	1,200
05.02	Mileage	21			
	Total Transportation Serv		2,250	- 950	1,300
08.00	FIXED CHARGES				
08.04	Other Charges				
08.04	Pension	22	8,000	---	8,000
08.04	Hospitalization	23	2,500	---	2,500
08.04	Social Security	24	12,000	---	12,000
08.04	Welfare	25	1,500	---	1,500
	Total Fixed Charges		24,000	---	24,000
09.00	FOOD SERVICES				
09.02	Contracted Food Services	26	70,000	+ 2,000	72,000
	Total Food Services		70,000	+ 2,000	72,000
11.00	COMMUNITY SERVICES				
11.04	Other Costs				
11.04	Health & Welfare Serv.	27	500	---	500
11.04	Total Community Services		500	---	500
12.00	CAPITAL OUTLAY				
12.05	Equipment				
12.05	Equipment	28	6,400	+ 600	7,000
	Total Capital Outlay		6,400	+ 600	7,000
	TOTAL BUDGET		480,182	- 530	479,652

NNJ:mcw
6/16/70

Prepared by:
Federal Programs Administration

APPENDIX F

ESAP Nutrition Services

CHART 4

1969-70 ESAP CYCLE MENUS[1]

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SET 1	Beefaroni Tossed Salad Buttered Green Beans Small Roll & Butter Peanut Butter Raisin Cookie Milk	Tuna Surprise French Baked Potato Buttered Corn Frank Roll Buttered Cinnamon Twist Milk	Baked Meat Loaf Whipped Potatoes Buttered Kale Small Roll and Butter Sliced Peaches Milk	Turkey Square or Fried Chicken Parsley Potatoes Buttered Succotash Cheese Roll-Buttered Fruit Cup Milk	Bologna on Roll Home Fried Potatoes Baked Spinach Finger Roll-Buttered Pineapple Tidbits Milk
SET 2	Barbecue on Roll Buttered Parsley Potatoes Buttered Mixed Veg. Small Flat Roll-Butter Applesauce Milk	Spiced Ham & Cheese on Roll Hashed Brown Potatoes Carrot & Raisin Salad Finger Roll-Butter Cookie Milk	Pot Roast with Gravy Whipped Potatoes Buttered Green Beans Small Roll-Butter Brownie Milk	Fish Square Spanish Rice Buttered Collard Greens Crispy Cornbread-Butter Fruit Cup Milk	Cheeseburger on Roll Home Style Potatoes Stewed Tomatoes Flat Roll-Buttered Peach Cobbler Milk
SET 3	Frankfurter on Roll Whipped Potatoes with Cheese Topping Buttered Kale Frank Roll & Butter Prunes Milk	Spaghetti or Chili Con Carne Carrot & Cabbage Salad Buttered Gr. Beans Buttered Bread Chocolate Cake Milk	Hot Diced Turkey w/Gravy Parsley Potatoes Buttered Peas & Carrots Cheese Biscuit-Buttered Apple Crisp Milk	Salisbury Steak with Onion Gravy Fluffy Rice Buttered Cabbage Hot Muffin & Butter Rosy Applesauce Milk	Codfish Cakes with Catsup Home Baked Beans Stewed Tomatoes Crispy Cornbread and Butter Pineapple Tidbits Milk
SET 4	Cold Cut Submarine Hashed Brown Potatoes Toss Salad Frank Roll-Buttered Sliced Peaches Milk	Pepper Steak French Baked Potatoes Succotash Small Roll Buttered Cookie Milk	Porkburger Whipped Potatoes Creole Green Beans Bread-Buttered Applesauce Milk	Meat Loaf with Gravy Macaroni Casserole Buttered Kale Small Roll-Buttered Cherry Joy Milk	Tuna Salad Cheese-Potato Casserole Buttered Green Peas Crispy Cornbread-Buttered Prune Spice Cake Milk
SET 5	Meat Ball Submarine Buttered Green Limas Buttered Corn Finger Roll-Buttered Fruit Cup Milk	Roast Pork with Gravy Whipped Potatoes w/ Cheese Topping Sauerkraut Small Roll Buttered Applesauce Milk	Hamburger on Roll Cottage Fried Potatoes Buttered Kale Flat Roll-Buttered Gingerbread Milk	Braised Beef Buttered Noodles Green Beans & Tomato Cheese Biscuit-Butter Chocolate Cup Cake Milk	Fishburger Buttered Peas Stewed Tomatoes Flat Roll-Buttered Pineapple Bits Milk

[1] "Public School Cafeterias, Early Admission and Kindergarten Cycle Menu and Key for Cycle Menus", Baltimore City Public Schools, 1969-70.

CHART 5

OPERATIONAL DATES FOR 1969-70 ESAP CYCLE MENUS[1]

SET 1	
	Jan. 26
Oct. 6	March 2
Nov. 10	April 13
Dec. 15	May 18

SET 2	
Sept. 8	Feb. 2
Oct. 13	March 9
Nov. 17	April 20
Dec. 22	May 25

SET 3	
Sept. 15	Feb. 9
Oct. 20	March 16
Nov. 24	April 27
Jan. 5	June 1

SET 4	
Sept. 22	Feb. 16
Oct. 27	March 23
Dec. 1	May 4
Jan. 12	June 8

SET 5	
Sept. 29	Feb. 23
Nov. 3	April 6
Dec. 8	May 11
Jan. 19	June 15

[1] "Public School Cafeterias, Early Admission and Kindergarten Cycle Menu and Key for Cycle Menus", Baltimore City Public Schools, 1969-70.

APPENDIX G

Speech Services record form

BALTIMORE CITY PUBLIC SCHOOLS

Active - Waiting List - Speech Correction

School # ____ Therapist _____ Date _____

This copy for: Principal Div. of Special Ed. Self

NAMES (in alphabetical order) Last	First	Grade	*Defect	*Severity	Comments

Code: A-Articulation
V-Voice
O-Other
H-Hearing

Defects
S-Stuttering
CP-Cerebral palsied
Cl.P-Cleft palate

Severity
Mild
Mod-Moderate
Sev-Severe

APPENDIX H

Music Resource Teacher Schedule

TABLE 27

1969-70 ESAP MUSIC RESOURCE TEACHER SCHEDULE

	MORNING CLASS SESSION		AFTERNOON CLASS SESSION	
	Time	School	Time	School
Monday	8:30 - 10:00 10:15 - 10:50 11:00 - 11:30	109A 2A 139	12:00 - 12:50 1:05 - 1:35 1:45 - 3:30	109A 2A 139
Tuesday	8:30 - 9:45 10:00 - 10:45 11:00 - 11:30	225 159 238	12:30 - 2:00 2:15 - 3:30	238 159
Wednesday	8:30 - 9:30 9:30 - 10:00 10:20 - 10:50 11:00 - 11:30	109A 26 243 240	12:30 - 1:00 1:20 - 2:00 2:20 - 3:30	240 243 26
Thursday	8:30 - 9:20 9:30 - 10:00 10:10 - 10:40 10:50 - 11:30	109A 27 8 109A	12:30 - 12:50 1:00 - 1:30 1:40 - 2:10 2:20 - 3:30	109A 27 8 109A
Friday	First and Third Fridays Each Month Other Fridays Each Month	Early Admissions Meetings 109A	First and Third Fridays Each Month Other Fridays Each Month	109A Music Annex #563

Source: 1969-70 Music Resource Teacher Schedule, Early Admissions Program, ESAP central office.

APPENDIX I

School #95--Social Worker Study

(as submitted by M. Fern Blake, Social Worker)

PROPOSED PLAN FOR GROUP WORK WITH EARLY ADMISSIONS MOTHERS

Purpose and Goals

The purpose of the proposed plan is to bring together a group of mothers on a weekly basis to give them an opportunity to share their ideas, experiences, and problems under the guidance of a social worker. It is anticipated that the primary areas of interest and concern to these mothers will fall into three broad categories: (1) child development, (2) child rearing practices, and (3) community problems and resources available to solve those problems.

The goals of such meetings will be both educational and therapeutic. The mothers will have an opportunity to learn from each other or from the social worker who, acting as both group leader and group member, will impart knowledge whenever necessary, appropriate, and applicable. The sessions will be therapeutic in the sense that the group members will have an opportunity to express themselves freely regarding any and all problems which they may bring to the meetings; to learn that others have many of the same problems; to gain insight into these problems through the group experience itself or through the guidance of the leader; to become more able to cope with their problems due to the educational aspects of the group meetings. It is also hoped that such an experience would promote an increased interest on the part of the mothers in the school careers of their children.

Recruitment Methods

It is proposed that the group will consist of five to ten mothers of children attending School #95 whose youngest child is presently in one of the Early Admissions classes. With the assistance of the Early Admissions team of teachers and the Parent Liaison, a list of these mothers will be compiled. The social worker and the Parent Liaison will make a home visit to each of these mothers to acquaint them with the plan and to learn if they are interested in such an experience. If so, a personal invitation will be extended to them to participate.

Time Schedule

The group of mothers will meet an hour and a half per week. Initially, meetings will be held at a convenient and available location at School #95. However, if the members should express a desire to hold later meetings in their homes, this desire would be complied with.

It is planned that the group will meet for ten to twelve sessions, at which time the members will decide whether they could benefit from additional meetings. A four to six week extension would be arranged if the group should desire it. The total time schedule will be discussed at the first session and is subject to the approval or disapproval of the group members.

Agenda

At the first session each member will be encouraged to indicate any subjects of interest or concern which the group may have an opportunity to discuss in the future. A list will be compiled by the

social worker of all subjects introduced which are considered appropriate by the group and are of mutual interest to its members.

At the following meetings, the group members will be encouraged to introduce the subject for consideration at that session. In this way, the members would have freedom to deal with matters of immediate concern to them or to introduce important topics not mentioned during the first session. The social worker will enter each session prepared to introduce at least two topics from the list compiled during the first session. This will allay the possibility of the members being unable to introduce a suitable topic for discussion.

Projected Difficulties

It is anticipated that the initial meetings may find an unfamiliar group of mothers having difficulties in expressing their ideas, their concerns, and their problems. For this reason, the social worker will be prepared to stimulate the discussions by using techniques to help the group members feel as comfortable and as relaxed as possible.

It is also anticipated that some topics mentioned for consideration will be of interest to only one or two group members and will thus not be suitable for group discussion. At such times, the social worker will use her discretion in redirecting the discussion group through acceptable techniques.

The worker anticipates having five to ten mothers in this group. However, personal invitations will be extended to the maximum number in an effort to offset any attrition during the ten to eighteen weeks of meetings.

SUMMARY OF GROUP WORK WITH EARLY ADMISSIONS MOTHERS AT PUBLIC SCHOOL #95

A total of fourteen group meetings were held from 12/4/69 to 5/9/70. The agendas for these meetings arose completely from the group members' suggestions and interests and were as follows:

12/4/69- Orientation and planning for future meetings.
12/18- Film on sex education followed by discussion.
1/15/70- Discussion of sex education for children of various ages.
1/22- Discussion of the dangers of "the pill" (centered around the current Congressional hearings on this topic). Included discussion of other "safer" birth control measures.
1/29- Discussion of community agencies and resources.
2/12- Discussion of resources for job training and employment.
2/19- Group evaluation and future planning.
2/26- Continuation of evaluation and planning process.
3/5- Discussion of community housing conditions and "landlord problems."
3/12- Discussion of child behavior, discipline problems, and various ways to handle those problems.
3/19- Discussion of "cooking and marketing practices" on a limited budget.
3/26- Meeting cancelled because of conflict with school's Easter program in which children of all group members were participating.
4/9- Discussion of current events.
4/16- Discussion of budgeting problems and budget planning
5/1- Discussion of recreation programs and facilities which will be available in the community this summer.
5/9- Final group meeting. Evaluation and farewell party.

While the group membership was initially small and our efforts to enlarge it were unsuccessful, the mothers who did become regular members indicated that they had found the experience to be both helpful and enjoyable. They felt they had learned a good deal from the sessions, especially in the areas of sex education for children, budgeting, and community resources for dealing with negligent landlords and other common problems. The members offered a great deal

of support to each other and some personal growth seemed to take place on the part of individual members during the months that these meetings were held. For example, one mother who was initially extremely shy and withdrawn gradually became more sure of herself and more free to contribute to the meetings. Another member became much more positively active in the school and in her children's classrooms.

It is also interesting to note that all but one of the group members have done some substituting here in the school for the first time since their membership in the group. This followed the session during which we discussed job training and placement. Mrs. Cockrell sat in on that meeting and informed the members of those positions available through the school system.

M. Fern Blake

Social Worker

APPENDIX J

Staff Project Evaluation Report

Early School Admissions Program
Early Childhood Program
ESEA VB 13

Baltimore City Public Schools
Division of Research and Development

109.

STAFF PROJECT EVALUATION REPORT

CARD NUMBER: 0 1 (1 2)

1. SOCIAL SECURITY NUMBER: (3 – 11)

2. SCHOOL ASSIGNMENT (Record #2 as 0 0 2, #20 as 0 2 0, etc.): (12 – 14)

3. WHAT IS YOUR FUNCTION IN THIS PROGRAM?: (15)
   1 ☐ Early Admissions Teacher
   2 ☐ Modified Kindergarten Teacher
   3 ☐ Parent Liaison Worker
   4 ☐ Classroom Aide
   5 ☐ Program Assistant

4. DATE (Use numbers.): Month (16) Day Year (21)

	Very Good (1)	Good (2)	Fair (3)	Poor (4)	Can't Evaluate (5)	
1. The general morale of teachers and teacher aides was:	☐	☐	☐	☐	☐	(22)
2. The facilities (lighting, space, water, storage, lavatory, etc.) of the instructional area were:	☐	☐	☐	☐	☐	(23)
3. The availability of adequate supplies and equipment was:	☐	☐	☐	☐	☐	(24)
4. The amount of materials available for work and play was:	☐	☐	☐	☐	☐	(25)
5. The quality of the teaching supervision was:	☐	☐	☐	☐	☐	(26)
6. The amount of in-service training for teacher and teacher aides was:	☐	☐	☐	☐	☐	(27)
7. The availability of buses for field trips was:	☐	☐	☐	☐	☐	(28)
8. Cooperation from the parents was:	☐	☐	☐	☐	☐	(29)
9. Involvement of parents with the school program was:	☐	☐	☐	☐	☐	(30)
10. To what extent were the following services effective in your project center?						
a. Medical and dental examinations:	☐	☐	☐	☐	☐	(31)
b. Social worker services:	☐	☐	☐	☐	☐	(32)
c. Educational testing services:	☐	☐	☐	☐	☐	(33)
d. Speech improvement:	☐	☐	☐	☐	☐	(34)
e. Food services:	☐	☐	☐	☐	☐	(35)
11. Parent participation in community activities was:	☐	☐	☐	☐	☐	(36)
12. How adequate was the amount of time set aside for the following resource services?						
a. Art:	☐	☐	☐	☐	☐	(37)
b. Music:	☐	☐	☐	☐	☐	(38)
c. Physical Education:	☐	☐	☐	☐	☐	(39)
d. Library:	☐	☐	☐	☐	☐	(40)

	Very Good (1)	Good (2)	Fair (3)	Poor (4)	Can't Evaluate (5)	
3. How adequate were transportation arrangements, where needed, for children and parents?	☐	☐	☐	☐	☐	(41)
4. Were there enough workers to carry out the goals of the program?	☐	☐	☐	☐	☐	(42)

5. As a result of my contact with the Early Admissions program, I feel that, in general, children attending gained from the experience as follows:

	A Great Deal (1)	Somewhat (2)	A Little (3)	Not at All (4)	Can't Evaluate (5)	
A. Getting along with other children and adults:	☐	☐	☐	☐	☐	(43)
B. Developing self-confidence and self-control:	☐	☐	☐	☐	☐	(44)
C. Learning healthful habits of work, play, rest and eating:	☐	☐	☐	☐	☐	(45)
D. Growing in their knowledge and understanding of their environment:	☐	☐	☐	☐	☐	(46)
E. Developing skills of oral communication:	☐	☐	☐	☐	☐	(47)
F. Learning to follow directions:	☐	☐	☐	☐	☐	(48)
G. Learning to share and to take turns:	☐	☐	☐	☐	☐	(49)
H. Learning self-respect and respect for the rights of others:	☐	☐	☐	☐	☐	(50)
I. Growing in responsibility and independence:	☐	☐	☐	☐	☐	(51)
J. Developing appropriate behavior, attitudes and values:	☐	☐	☐	☐	☐	(52)
K. Developing an understanding of numbers:	☐	☐	☐	☐	☐	(53)
L. Developing an awareness of the environment:	☐	☐	☐	☐	☐	(54)

6. Please add here any comments or reactions to the Early Admissions Program that you would like to make.

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IDENTIFICATION E S F A (73) W ☐ 1 3 (80)

123 (This is the end of Card "01")

1969-70 STAFF PROJECT EVALUATION REPORT, QUESTION NUMBER 16

"Please add here any comments or reactions to the Early Admissions Program that you would like to make."

The following quotations represent the responses to question #16, by one Program Assistant, nine Teachers, ten Aides and three Parent Liaison Workers:

"This is a great program. We should give it more publicity." (Program Assistant)

"I feel that the Program is greatly needed and that it is fufilling the many needs of our children. However, I feel that the needs would be better met if the Parent Liasons had, at the most, 2 centers. This work with the Parents is most important." (Teacher)

"1) Dr. McCaffrey's program (neurological testing) helped a great deal in the beginning but dropped off in Feb.
2) Some problems in my classes (with children) that I had received no help with
3) No rapport whatsoever between E.A. and principal or Kindergarten
4) PLW split with...[1]-2 classes. Not effective because of infrequent visits.
5) No feed-back of medical info. from CPC." (Teacher)

"More should be done in the area of training sessions for new staff members. More resource teachers need to be added to the staff. There should be more attention given to mental health of children and greater follow-thru by psychologist (i.e.-mental health team) for children under their guidance." (Teacher)

"I am very concerned that this basically good program is beginning to lean not toward educating the whole child. But toward manipulating intellectual 'machines' " (Teacher)

"It is great!" (Teacher)

"I would like to see better communication between E.A. & Kindergarten programs. Program needs to have speech teachers for all centers." (Teacher)

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[1] Editorial deletion to maintain anonymity.

"It is an excellent opportunity for the children of disadvantaged circumstances to get the headstart they need to adjust to elementary school. Our parents are very concerned about the early admissions children progressing to our Kindergarten which will be enrolled with children who have not had the program. Suggested=a full-time aide for the Kgn. teacher..."[1] (Teacher)

"Staff meetings have been very beneficial" (Teacher)

"I feel that the program is effective with the children who come and stay through most of the year. However, I felt that the introduction of new children (1 out of every 3 of the p.m. children was replaced) esp. as late as after December was disruptive to the 'old' children and considerably slowed the progress we made. Also, I feel that carrying the program past May 30 is not effective. It is too uncomfortable for very much constructive activity on any one's part. Especially the children's. Also, I feel that meetings such as this should be confined to Friday Staff days when people are <u>supposed</u> to be working." (Teacher)

"I wish there could have been a speech therapist. There are some children who are badly in need of this service. We need more services of special people such as speech, social service etc." (Aide)

"I think Early Admissions is a very good program. I do hope we can continue to keep the program active. I am really proud of the program .Not that I am a part of the salary. It's really a great thing for our middle class people. It gives a child a chance to compete with the upper class children." (Aide)

"I feel there should be fewer staff meetings. The time alloted for staff meetings could be used by individual teams in their own school as a training session by teachers. The individual could discuss teaching methods, curriculum, goals and purposes of the center in their school. Problems of individual children and ways to cope with these problems could also be discussed. As each center has different children and different problems to solve, general staff meetings are not always benificial." (Aide)

"To make parents feel more welcome, less visiting and more workshops
To create activities for parents so they can learn with out fear what to do in the classroom.
To have get togethers if its only over coffee so both teachers and parents can be open to comment on what ever topic that arises
To let parents know in a more better way that why we give their children in school should still continue at home.

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[1] Editorial deletion to maintain anonymity.

Last, but not least repect for one and all. I feel if a child's tenion spand is short so could a adult be." (Aide)

"I feel that all of us who were involved this year, found it to be profitable in all areas. Much was understood. Abundance of new ideas were shared, making for a better new year." (Aide)

"The food program should be changed so that so much food would not be wasted by the children." (Aide)

"I would like to see the P.M. children receiving a hot lunch" (Aide)

"I feel that the children who participated in the program benifited greatly. thier Parents feel the same." (Aide)

"I have enjoy working in the follow through Program" (Aide)

"I can't see why aids don't get paid for hallidays. We really work hard enough." (Aide)

"Since I was unable to work a full year because of medical reasons, I feel all my answers are not complete. I do feel that at our particular Center there is much need for improvement from the professional staff. Perhaps some changes were done when I was not there." (Aide)

"1-Parent liaison worker to be more effective should not have more than 2 centres.
2-Program assistant load lighter, so that they could spend more time in each centre
3-In-session training meetings in small groups very effective" (PLW)

"Early Admissions Staff meetings which are designed as in-service training sessions could be more effective if some sessions could be set aside for individual teachers to work in their own centers training aides and P.L.W.'s in developing skills needed to work with small groups of children. This way some background in actual teaching methods, understanding of curriculum and E.A. guidelines could be made avaiable to the paraprofessional personnel." (PLW)

"A better understanding about Parent Involvement, its importance to the Early Admissions Program. 'Less staff evaluation more childern evaluation' " (PLW)